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FOREWORD

THE American Library Association in July, 1924, appointed a Commission on the Library and Adult Education, "to study the adult education movement, and the work of libraries for adults and for older boys and girls out of school, and to report its findings and recommendations to the A. L. A. Council."

Funds generously provided by the Carnegie Corporation of New York have made it possible for the Commission to conduct special studies and investigations, to hold frequent meetings, to publish several bulletins containing some of its preliminary findings, and to print this report.

Other studies recently completed by investigators acting under the auspices of the Carnegie Corporation of New York cover the broader field of adult education in the United States, and made it unnecessary for the Commission to do more than consider the library aspects of several subjects which otherwise it would have had to investigate thoroughly. Those studies are published by the Macmillan Company, under the following titles: *Educational opportunities for young workers*, by O. D. Evans; *The university afield*, by A. L. Hall-Quest; *The private correspondence schools*, *chautauquas and lyceums in the United States*, by J. S. Noffsinger; and *New schools for older students*, by Nathaniel Peffer.

In this volume, which contains the completed results of its studies, the Commission hopes that librarians will find methods and suggestions worthy of adoption or trial in their library practice.

The Commission claims no great discovery, and makes no startling announcement. Most of the ideas advanced are already at work somewhere in the library world. What is new is the attempt to assemble and describe these disconnected services, and to coordinate them into a definite, workable plan or program.

While this report is intended primarily for librarians and others responsible for, or interested in, libraries, it is hoped that it will be found of value also to those general readers who are interested in adult education. For the convenience of different classes of readers the report is divided into two parts. Part One deals somewhat broadly with the major problems involved. Part Two introduces several related topics, selected from a much larger number, and treats in

some detail, through illustration or otherwise, certain subjects previously discussed in a general way.

As a result of their study the members of the Commission are firmly convinced that since books are fundamental factors in all education, librarians, as collectors of books and organizers of public book service, have an unusual opportunity in, and a definite professional responsibility to, the cause of adult education. The Commission realizes that problems both large and difficult are involved in obtaining sufficient funds, securing and training a competent personnel, and procuring adequate supplies of books of the right type. These, however, are but problems of ways and means, and must tend to diminish as public appreciation, approval, and support are given the library in this enlargement of its work. But behind these is another problem, and one more fundamental. Substantially half the population of the United States and Canada has at the present time no access to books in libraries.

The Commission is confident, however, that all these problems must and will be solved. When once the part that libraries play in the continuing processes of education is recognized and understood, the library will be accorded its rightful place as an educational institution side by side with the school. Then, and not till then, will it be given its just measure of public support.

Acknowledgments are due to many persons who have generously aided the Commission. To name them all would be unduly to extend this Foreword. Teachers, labor leaders, librarians, and others, have come to our aid in most effective and kindly fashion. To all these we extend our thanks.

RÉSUMÉ OF FINDINGS

THE Commission on the Library and Adult Education has devoted two years to a study and analysis of the library aspects of adult education. It has been impressed by the number of adult activities of an educational nature, and by the growing demand for an understanding of modern life. It recognizes as an outstanding deficiency in all forms of adult educational work the fact that books of suitable kind are in few instances supplied in numbers adequate for successful study. It believes that this supply of books, whether for classes or for independent study, is primarily a library obligation.

The Commission is of the opinion that the library's contribution to adult education will resolve itself into three major activities.

First of all, and on its own responsibility, the library owes consulting and advisory service, supplemented by suitable books, to those who wish to pursue their studies alone, rather than in organized groups or classes. Such a service, which can function effectively only through a specially trained and well-educated personnel, will offer advice in the choice of books, and will assist students through the preparation of reading courses adapted to their age, education, taste, and previous experience. This is a contribution which the library is peculiarly fitted to render.

In the second place, there is the obligation to furnish complete and reliable information concerning local opportunities for adult education available outside the library. Persons desiring class work in any particular subject, stimulus from discussion groups or lecture courses, cultural development through opportunities obtainable in the local art museum or elsewhere, should naturally turn to the public library for information, descriptive circulars, or trustworthy advice.

Thirdly, the library should recognize as a fundamental duty the supplying of books and other printed material for adult education activities maintained by other organizations. There has as yet been no definite recognition, either by the library or by the agencies offering educational classes for adults, of the need of an ample book supply for group study. Owing to the rapidly widening interests, and to the complexities of present-day adult life, this adequate book supply for students of maturer age may be even more important than for younger scholars in full-time schools.

The Commission's investigations have resulted in certain other definite convictions that are of sufficient importance to be recorded here. The

first is, that before the library, or any other agency, can hope to meet the demand for wider educational opportunities, and before the desire for such opportunities can be properly awakened, certain weaknesses in our present educational methods must be remedied. To this end librarians, educators—all interested in the spread of knowledge through books—must combine their efforts. Greater attention must be given to methods by which interest in books and reading will be aroused among boys and girls. Only to the extent that this is achieved will permanent and desirable reading habits be developed. As long as books are looked upon merely as classroom tools, they will not be accepted as friendly guides in the solution of life's problems, or as sources of pleasure and culture.

The Commission is further convinced that there is another great need in the field of books themselves. It is the testimony of those engaged in educational work with adults, that for the majority of their students the right books are not at present available. Educators, authors and publishers must unite in the production of "humanized," readable books, especially adapted to adults who have lost the reading habit, or in whom it has to be developed or acquired.

A further problem is one which must be solved primarily by librarians, though it concerns all interested in providing books for adult students. Until the small and poorly supported library, and likewise the isolated reader far from any source of book supply, can draw freely upon some central agency for books and study material many of the most promising types of adult education will be available only for the fortunate few who have access to well stocked libraries. The mere statement of this difficulty suggests its solution. Throughout all states and provinces there must be complete coordination of library adult education service, and central lending collections more adequate than those now existing.

PART ONE

CHAPTER I

Some Aspects of Adult Education

Various Interpretations

PROBABLY no group of people would agree on a definition of adult education. Its boundary lines are vague. An exact definition must cover national and individual differences in aims and methods, and must include a variety of voluntary associations which are its principal expression. State systems of education have not defined its standards, nor provided for its growth. The term is often carelessly applied to many efforts that are really recreational, and is sometimes deliberately used for objectionable forms of commercialism and propaganda.

To some, adult education means the teaching of reading to illiterates; to a few, it means the Americanization of the foreign born; to others, it signifies vocational training. But adult education goes far beyond all these. It is based on a recognition of the great truth that education is a lifelong process, and that the university graduate, as well as the man of little schooling, is in constant need of further taining, inspiration, and mental growth; that the training obtained in school and college is necessarily limited to fundamentals, and that the real development of the individual lies in the independent effort of later years.

Essentially, adult education is a spiritual ideal, taking form in a practical purpose. It is based on that inherent urge forward which distinguishes the human spirit. It must be voluntary. The greatest teacher may not enter uninvited—nor may he come as a taskmaster. It finds its truest and highest level when the hunger for knowledge and expression wakens in the hearts of men and women.

The meaning of adult education abroad. The Adult Education Committee of Great Britain defines adult education to mean "all the deliberate efforts by which men and women attempt to satisfy their thirst for knowledge, to equip themselves for their responsibilities as citizens and members of society or to find opportunities for self-expression."[1]

[1]Great Britain. Ministry of Reconstruction. Adult Education Committee. Final report. London, H.M.S.O., 1919, p. 34.

Basil A. Yeaxlee tells us that it "is in no sense an effort to overtake the deficiencies of elementary education, or to recompense a man for missing secondary school or university training. . . . Adult education demands conditions and methods differing widely . . . from those of school and even of college. It is with post-graduate study that we are concerned, whether the graduation be from the halls of ancient learning or from the school of modern experience."[1]

Representative British ideas of the purpose and meaning of adult education are found in an admirable little volume of essays, *The way out*,[2] from which the following extracts are taken:

> The new conception of education must be that of education as an end in itself, a power liberating from the fetters of ignorance. It must aim at opening up to those who can receive it new worlds, worlds in which the society will be that of the greatest writers and artists that the history of the world has produced.[3]
>
> Adult education must, in its essence, always be voluntary, a thing offered and accepted or rejected at will. There can be no forced attendance, there cannot even be any compulsory examinations. . . . If adult education means anything, it means the revival of that almost intangible factor in civilization which, for want of a better name, we call culture.[4]
>
> So the ideal of adult education is the fulfillment of capacity, the expression of the life of every man and woman at its best. All around are manifold opportunities which, if seized, will develop and help to bring about gradual progress, through correspondence with the eternal laws which makes life at once purer, wiser, and more beautiful.[5]

These contemporary British ideas are finding their fullest expression in the university tutorial classes, which constitute what Dr. Albert Mansbridge calls an "adventure in working-class education." The typical class is made up of not more than thirty men and women, who study a subject of their own selection under the leadership of a tutor supplied by the University Joint Committee. The members of the class agree to hold twenty four two-hour meetings each year for three successive years, to do the necessary reading, and to satisfy the tutor as regards the writing of essays. The essays

[1]Yeaxlee, B. A. An educated nation. London, Oxford University Press, 1921, p. 25, 27.

[2]Stanley, Oliver, ed. The way out; essays on the meaning and purpose of adult education, by members of the British Institute of Adult Education. London, Oxford University Press, 1923.

[3]Haldane, Viscount. A vision of the future. In *The way out*. p. 15.

[4]Percy, Lord Eustace. Education and national politics. In *The way out*. p. 62, 65.

[5]Mansbridge, Albert. Ideals as facts. In *The way out*. p. 83.

are required, it should be remarked, solely for the purpose of affording students an additional opportunity for expression, and not for the purpose of grading or testing their knowledge. The essential features of these classes are: continuity of study, the combination of free discussion with a lecture, and the mutual assistance and cooperation of students with each other and with the tutor.[1]

The adult schools of Denmark are one of that nation's characteristic institutions, and through their results have done much to commend adult education to other countries. They combine in their curricula both the practical and the ideal. According to Gründtvig, the founder of these schools, the aim is to provide culture and enlightenment. "We seek an enlivened, enlightened citizenship—'*enlivened*,' that is, awakened from indifference, from the narrow bounds of ignorance or environment,—open to new thoughts, higher ideals; '*enlightened*,' that is, alive to true values and hence intending to choose the best."[2] Adult education in Denmark means the "folk schools," which are voluntarily attended by twelve per cent of the total population, and thirty-one per cent of the adult rural population.

The following is a representative statement of the ideas underlying these schools:

> To awaken the living personality, to inspire the human being with appreciation for the beautiful and the noble, to give a higher conception of life and a world point of view, is the goal of the national high school. . . .
>
> Gründtvig was a firm believer in the need of the citizenship for a nationalistic high school where the aim was not 'examinations and an assured livelihood' but rather an 'education and enlightenment' for its own sake. The main thing is that it should be made up of what is vital, communal, and universal, everything which the individual finds the time and has the desire to acquire for his pleasure or his usefulness. . . .
>
> In general it is firmly believed that the minimum age limit of the pupils should be eighteen years, and the constituency which sends its children to the national high school is of the opinion that the latter should first become familiar with the physical work involved in their particular callings and that they should wait until they, of their own accord, manifest a desire for enlightenment. The experience of the national high school has proven that this urge manifests itself entirely of its own accord without stimulation on the part of the authorities or the parents, that the attendance

[1]Central Joint Advisory Committee on Tutorial Classes. First annual report. London, 1910. 25 p.

[2]Campbell, Mrs. J. C. The people's college in Denmark and what it may mean to the Highlands. In *Adult education in Scandinavia and America*. Published by the Conference of Southern Mountain Workers, 1924, p. 6.

at a national high school stands out as the great event in the lives of the rural youth of Denmark, and that a great part of the pupils save small amounts from their earnings to pay for their attendance at School.[1]

The meaning of adult education in America. The president of the American Association for Adult Education tells us that as he sees the aim of adult education "it is to inspire grown-ups to be something more than they are now, and to do their work better than they do it now. Its beginning is wherever one finds oneself; it ends only when ambition ceases to function. At its best, it leads to constantly increasing richness of life, better appreciation of what life offers, greater satisfaction in the use of mind and body, and better understanding of the rights and duties of one's fellowmen."[2] Another, who has made an exhaustive study of adult education, defines it as "the process of learning, on the initiative of the individual, seriously and consecutively undertaken as a supplement to some primary occupation."[3]

There are others who would limit adult education to those who have exceptional capacity to learn in after-school years. Those holding this narrower view reject as factors in adult education those activities which, while not primarily educational, still have an educational influence, and make their contribution to the enrichment of life, and to better citizenship. There is another group which interprets the term so broadly as to leave it meaningless. Yet, on the whole, a host of thoughtful writers, while despairing of phrasing a definition that all will endorse, are in agreement on the main idea.

It will be sufficient for the present purpose to refer to adult education as representing the deliberate efforts by which men and women seek to grow in knowledge after the period of formal schooling has ended. This simple statement is admittedly inadequate, but it will be more nearly accurate if interpreted and understood in connection with certain commonly accepted attributes of adult education. For example: it is voluntary; it is individual in respect to capacity, aims, and environment; it constitutes a wise use of leisure time; it requires freedom in all respects—freedom to accept, freedom to reject. It carries an obligation to open-mindedness; it implies continuity of effort and self-discipline. In the broadest and finest sense, it is individual growth.

[1]Hollman, A. H. High-school service for national welfare. *Educational Review*, 69:132, 122, 129, March, April, 1925.

[2]Russell, J. E. A help to self-realization. *Survey*, 54:544-45, February 15, 1926.

[3]Keppel, F. P. Education for adults. *Yale Review*, 25:418, April, 1926.

It is apparent that much of the work that a library does falls outside the scope of these definitions. Both the purely recreational features of library work, and the ordinary processes of obtaining and furnishing information are excluded, though the latter constitute an essential service in support of adult education. After all possible limitations have been made, however, there are certain library services that are acknowledged to be distinctly educational. The Commission purposes to deal with these in their proper places in this report.

The Interest in Adult Education

Adult education is everywhere receiving more and more serious attention. This widespread and increasingly general desire manifests itself in widely differing forms of organized expression. In England, Germany, Denmark, Czechoslovakia and elsewhere, the ever-insistent demand by larger and larger numbers of people for a fuller understanding of things imperfectly apprehended in earlier years has resulted in the revitalization of many old, and the organization of many new agencies. This is the principal reason for the present interest in folk schools, workers' education, tutorial classes, correspondence schools, extension courses, forums, the activities of the World Association for Adult Education, and the recent organization of an American Association for Adult Education.

A mere glance at the variety and number of the efforts made by men and women for intellectual advancement, and at the mingling of social and recreational activities with those that are informing, instructive, or "improving," will demonstrate that there is a purposeful and deliberate reaching out after information, if not after knowledge, on the part of vast numbers of people.

Chautauqua Institution has an enrollment of more than 50,000 members. Our universities have 150,000 men and women in extension classes and correspondence courses. This year, at least 1,500,000 persons are paying $70,000,000 to correspondence schools conducted for profit, and one such school has enrolled more than 3,000,000 students in the past thirty-two years.

In New York City, for twenty consecutive Friday nights 1,100 men and women, mostly from the working class, regularly attended a course of lectures on psychology at People's Institute. In Milwaukee, 42,000 adults—over eight per cent of the entire population—attend night classes, workers' classes, extension classes, or belong to study and discussion groups. Nor is the movement confined to the

great cities and the larger towns. Thousands of small villages, hamlets, or rural communities have active study and discussion clubs. The Parent-Teacher Association has a membership of 900,000 men and women studying and participating in educational and community affairs. The Workers' Education Bureau of America has classes with some 30,000 people studying economics, psychology, history, literature and related subjects. At Brookwood in Katonah, N. Y., selected students and teachers seek to develop better methods for teaching workers, while at Pocono, in Henryville, Pennsylvania, experiments are conducted in adapting the principles of the Danish Folk Schools to American life.

Then, too, there come daily to the circulation and reference desks of almost every public library a greater number of serious-minded men and women, seeking books and aid in reading and study, than can be given adequate help. When the Chicago Public Library in 1923 announced a special advisory service for students and serious readers, the response was such that the personnel could not meet the demand, and although the announcements have been withdrawn, readers are still coming. The Cincinnati Public Library, with no announcement whatever, finds the time of the librarian who plans systematic study for earnest readers fully occupied.

These scattered facts indicate a large demand; moreover, it is a growing demand. The advantage taken of existing means for adult education compels the conclusion that the number of adult students would be greatly enlarged if the facilities were multiplied and improved.

Varieties of interest. An outstanding characteristic of adult education—and also one of its most complicating aspects—is the wide variety of its demands. These may be classified as economic, social, and cultural.

In a cross section study of the continuation schools of the United States it is found that 88 per cent of the courses are vocational; 60 per cent of university extension students are teachers seeking professional advancement; 95 per cent of those attending Young Men's Christian Association and Knights of Columbus schools are following vocational courses; and more than 80 per cent of the students enrolled in private correspondence schools are taking vocational subjects.

These enrollments unquestionably represent a demand in action. They should not be accepted, however, as a completely reliable in-

dication of the relative proportions between vocational and cultural interests. The fact that the vocational courses are those most stressed and advertised has without doubt something to do with their larger enrollment. The classes of the Workers' Education Bureau of America are exclusively non-vocational—except that such a study as economic history might have an application to labor problems directly concerning the student. The courses most commonly taught in twenty classes for working men and women are literature, psychology, economics, history, English, and public speaking; and these subjects correspond very closely to those offered in the Bryn Mawr Summer School for Workers, where the subjects are selected by student representatives. Of those requesting reading courses in a few typical public libraries, the overwhelming majority are interested primarily, not in utilitarian subjects, but in those with broadening and liberalizing influences. Of the first three hundred reading courses prepared by the Readers' Adviser of the Chicago Public Library, 268 were cultural, and 36 business or vocational. Literature led in interest, followed at a distance by psychology, good English, history, the fine arts, economics, journalism, and religion. In the Cincinnati and Indianapolis Public Libraries, approximately 85 per cent of the requests for reading courses were general in type, and covered the widest range of interest.

Lack of Interest and Continuity

It would be easy to over-emphasize, or to estimate inaccurately, these manifestations of men and women to educate themselves. In an educational sense, a fair percentage of the work represents methods and industry productive of noteworthy results; much of it, however, is negligible, and some of it positively bad. The Commission attempts no classification of the organizations undertaking this work, or any appraisal of their results. That function lies outside its province.

Notwithstanding the evidences of widespread interest, the variety of the agencies engaged in furthering adult education, and the multiplicity of the so-called educational efforts of the students themselves, the Commission agrees with Dr. W. S. Learned in his statement that "the conscious and systematic growth in knowledge of the adult community has been almost overlooked." To quote further:

> While commendable in spirit, much of this activity lacks purpose, and the greater portion of it, certainly, lacks the cumulative sequence necessary to give it significant and lasting value. A vague ambition or sheer boredom

in face of mental idleness impels many to 'take up' year after year what proves to be an unrelated series of ill-chosen fragments of study offered without alternative and really well suited to but few of the participants. Made up on a democratic basis, the group usually includes such wide extremes of ability and preparation as to rob the course of genuine pertinence for any, and is often held together, if at all, by social rather than by intellectual considerations. Exception should be made of students, teachers, and others engaged professionally in intellectual pursuits, who, as in extension courses, are making headway in a planned and ordered scheme of study. This is essentially school work. In other words, the American adult is not generally trained, as in some schools pupils of the upper elementary grades are trained, in the technique indispensable to self-education, namely, the getting of ideas independently from books.[1]

ADULT CAPACITY FOR LEARNING

It is quite common to regard lightly the possibility of learning during the middle and later years of life, except through personal experience and observation, or the expensive process of trial and error. It is the conviction of this Commission, however, that there is a normal intellectual interest among men and women which should receive encouragement from all institutions concerned with the betterment of human affairs. No one today knows with any certainty the percentage of those who have reached manhood and still have the capacity to receive new ideas and to acquire knowledge. The experiments being conducted by Professor E. L. Thorndike will in a few years give us more definite information in this field. William James has many adherents who believe that the ability of the human mind to acquire new ideas ceases at the age of twenty-five. The pessimism of this group, which in essentials misinterprets a great teacher, is not shared by the Adult Education Committee of Great Britain, which makes this statement in its Final Report:[2]

> The most obvious fact which emerges from them (past movements in adult education) is that the capacity for progressive education among men and women of mature years—their 'educability'—is at once more common and more lasting than is often supposed. It is sometimes suggested that the differences in intellectual equipment between the man or woman who has left school at fourteen for full-time employment in industry, and the student who passes from a secondary school to a university, are so fundamental that the former can never take up, except as a recreation, studies of the same kind as are carried on by the latter. We do not underestimate the value of full-time secondary education or the lamentable waste of talent

[1]Learned, W. S. The American public library and the diffusion of knowledge. Harcourt, 1924, p. 6–7.

[2]Great Britain. Ministry of Reconstruction. Adult Education Committee. Final report. London, H.M.S.O., 1919, p. 77.

which is caused by the obstacles which at the present time prevent more than a small fraction of working class children from receiving it. Few reforms would yield more immediate or more permanent fruit than such an increase in the facilities for obtaining a secondary education as would diffuse it widely among all classes of the population. But it is none the less the case that the experiments in adult education which have already been made prove beyond a doubt that men and women whose school education has been cut short at an early age can nevertheless develop a taste and capacity for serious study later in life.

NECESSITY OF PROVISIONS FOR ADULT EDUCATION

It is the judgment of this Commission that due recognition must be given to the varying adult educational needs of all classes, of all communities, in all progressive countries. Provision must be made, not only for men and women of exceptional ability and purpose, but for those on the common level, whose capacity or desire for learning is not so obvious. In the first case, the obligation is entirely a matter of making a reasonable provision for an evident demand. In the second instance, however, the obligation is even greater, since proper support and encouragement are necessary to fan the spark of interest.

The Commission does not propose to include in this report a national program of adult education. There are good reasons for doubting whether such a program would not impede and impair, rather than stimulate and strengthen, the objects the Commission has in view.

But it seems appropriate and necessary to point out certain features that, in the Commission's judgment, deserve consideration—indeed, are essential—in any effort to undertake adult educational work. These are: a full allowance for individual differences, alike in temperament, outlook, and knowledge; the avoidance of any tendency to bring about a conformity to type; the safeguarding against anything savoring of standardization or institutionalism; and the preservation of the voluntary spirit. These are principles underlying all methods to be adopted. They should be implicit in all plans, whether local or nation-wide in scope, aiming at a general broadening of the basis of knowledge. Their general adoption will in time inevitably remove that inequality in opportunity, especially noticeable in rural districts, that contraction of the mental and spiritual horizon, and, finally, they will encourage and develop cultural aspiration among the whole rank and file of the nation's citizenry, thereby doing much to realize the hope and ideal of any democracy—the intelligence of all its people.

CHAPTER II

Library Functions and Problems

IN ALL the organized efforts for adult education one problem stands out boldly: the need of providing students with the necessary books in order that thorough-going study and investigation may be encouraged and successfully carried on. Incident to the student's gaining access to books is another problem, not so generally recognized—that of skilled and sympathetic aid in getting from books what he wants and requires.

To say that books are essential in any project for adult education is to make only a half statement of the fact, so far as this aspect of the problem is concerned. Books are essential, but they must also be made accessible, available.

For many deserving adult students, books are almost the only avenue leading from narrowly circumscribed surroundings into the world of knowledge; they offer a complete and satisfying record of what has been thought and said and done in the world. For the person with a genuine desire to master a subject, books are not only important—they are immeasurably more important than they ever were. With the rapid expansion of every field of knowledge, they are written, in fuller detail, on every imaginable subject, and published in vaster numbers than ever before.

The availability of books, however, is another and very different matter. Many of the most promising students are in classes which have no association with institutions maintaining libraries, or they receive instruction in places distant from a parent institution possessing library facilities. It cannot be assumed that adult students can or should purchase all the books necessary for their studies; some of the most worthy students are the least able to make such purchases. The buying of the books required for study and reference is beyond the means of all students, with few exceptions, and even for those few, difficulties and delays arise because sales agencies are unequally distributed, and limited in stock.

Much of adult education is non-institutional, and consequently without resources in buildings, equipment, and funds. Its activities are voluntary in character, and books have an indispensable place in

these activities. Combining these three major propositions, which the Commission regards as established and demonstrated, there follows a conclusion that in its opinion is logical and irresistible. It is that libraries—and in particular public libraries—have an obligation and a responsibility in their support of adult education that cannot be avoided or evaded—that is inescapable.

When the public library was established, its founders had in mind an institution that would encourage reading, study, and clearer thinking among all men. This was to be done by placing at the disposal of its patrons the recorded thought and actions of all the generations. In the passing on to their successors of these ideas and ideals there has been no fundamental change, though there have been interesting growths and expansions. Libraries, which exist not alone for the preservation, but for the diffusion, of knowledge, have from time to time necessarily experienced shifts in emphasis, due to changes in political, social, economic, and religious thought. The influences of these changes on the library, the relation of the library to the conditions wrought by these changes, and the degree and kind of emphasis that should in consequence be placed on the library's various factors of service—all these are matters of importance, but they should be considered, first and always, in relation to the business of the library as a whole.

The Function of the Modern Public Library

More and more it is seen how firmly the public library rests, for foundation, upon the American nation's faith in the power of thought. It is this faith, this belief in the ennobling and strengthening values of the things of the mind, that makes our communities willing to be taxed, in order that the records of thought may be made freely available to all comers at all times.

Acting upon this faith, the public library, by offering increasingly effective service to persons of all ages, educated or uneducated, eagerly promotes the advancement of learning. That is the task that the American public library recognizes as its chief function. It accomplishes this through stimulating and encouraging the reading of the best books and assisting in the making of investigations in every realm of thought and knowledge. At the same time, the library is the medium through which the community provides for its members, one and all, the means of recreation, inspiration, and education in the broadest sense, through books and other forms of recorded thought.

The service of the public library begins today, as it has for years past, in the work with children. For them it is the chief gateway to the world of books. Through the well-directed story-hour, through class and individual instruction in the use of books, through wise and sympathetic advice, it inculcates the habit and love of good reading. It supplements the instruction of the schools, and serves as a continuation school for all of life. By its intelligent work with children, the public library has the power, ultimately, to lift the thinking of a whole community to higher levels.

Similarly, the library can do much to increase the earning-power of the community and of its members. Employers and laboring men alike—the great corporation and the individual artisans in its employ—can all be helped by the library which will select and make easily available the books best adapted to their needs. The economic level as well as the intellectual tone of the community can be deeply affected by the service of the library.

Immigrants may be aided in becoming better Americans; the stranger may be made at home; the scholar, the inventor, the poet, the artist, can all be helped toward creative work, by the public library. It is all things to all men, and its possession in freely available form of the best thought of all times, on all possible subjects, gives it, perhaps, a wider power for education, culture, and inspiration than any other agency hitherto conceived.

While the public library does not give formal instruction, it provides the best books on every possible subject of interest or curiosity. The small library cannot own all of the books needed, but it should be able to supplement its own collection with inter-library loans from neighboring libraries, or loans from central libraries established to meet this need.

The efficient public library will aid the inquirer in the wise choice of the book suited to his individual need. But it goes further, and through such devices as lectures and exhibitions, through reading lists and other forms of library publicity and propaganda, and most helpful and significant of all—by means of the services of trained and sympathetic personal advisers, it seeks to attract the people to its treasures, and to introduce them to books in such a way as to secure their intelligent interest.

The public library is universal in its utility and its appeal. No other one American institution provides so widely for the intellectual needs of every member of the community. Except in so far as it

adapts its wares to its users, its service is absolutely impersonal. It asks no questions except, "How can we help you?" Through its reference service it seeks to furnish the answer to any reasonable question, no matter what its nature, or who the inquirer. So far as they are available, or can be made available, it provides him with the books he needs. Failing in this, it guides the student, whenever possible, to the ultimate sources of information on the desired subject.

In consequence, the modern library is becoming more and more an active factor in keeping alert, open, and well-informed the minds of those who have ceased their formal school education. Through the literature of emotion and imagination, it offers an enlargement and enrichment of life; through the literature of knowledge it promotes the growth of power, and of the ability to serve self and mankind. The success of a modern public library, with its ever-increasing opportunities of service to the public, is dependent not alone on more adequate funds for the purchase, housing, and proper care of books and related material, but also on its ability to attract to its staff persons of training and scholarship, possessing those human and sympathetic qualities of mind that will win the confidence and respect of all seekers after knowledge.

Problems

The modern public library is the most universal of servants—an institution created by the citizens of a community to provide for their own needs in the all-embracing fields of thought and learning. It is a young institution, and consequently will, in the development of its many-sided functions, be confronted with problems of principles, perspective, emphasis, and methods.

Respecting the relation of the public library to the problem of adult education, the following questions are among those uppermost, and yet unsolved:

What guidance in reading and study should the library provide for individual students, and how should it be given?

What service can the library give that will assist those who wish to find opportunities for further education?

What library service is needed by the adult student who is a member of a class or study group? How are those needs met and how may they be met more adequately?

What library service is needed by the adult student who is engaged in private study under the guidance of an educational agency? To what extent are his needs already met, and how may they be met more adequately?

What can the library do toward developing among younger people intellectual interests and reading habits which will be favorably reflected in later years?

In the pages following, an effort is made, not to answer these and related questions with any degree of finality, but to discuss them as a contribution towards a realization and appreciation of the work to be done. Suggestions are made as to methods, but these likewise are tentative rather than final, for the Commission realizes that methods must be developed and modified under the reliable test of experience, during years when changing conditions and needs will necessitate corresponding adjustments for efficient service.

CHAPTER III

Self-Education with Library Guidance

ONE outstanding deficiency in existing provisions for adult education is the lack of facilities for those students who wish to study alone. This is a field of service which the library is particularly well fitted to occupy. The number of such readers is rapidly increasing and would grow still more rapidly if proper facilities were offered. It should be evident that books, selected to fit individual needs and accompanied by tactful guidance or a few suggestions, can be very helpful to these individual students.

For many years librarians in all parts of the country have been confronted with the problem of giving suitable guidance in private reading and study. It is a noteworthy fact that individual requests for such service are increasing at the same time that facilities for formal education are being expanded. Back of these requests, no doubt, is the fact that the methods and requirements of standardized courses of instruction do not appeal to all adult students. The truest self-education is well known to be the reward of thoughtful reading. It often requires no guidance. There are, moreover, many whose need is not met by class or correspondence instruction and who will always require suggestions and advice in organizing their reading. They seek greater freedom in the selection of subjects, the possibility of emphasizing parts of subjects, and more latitude in arranging the time of study and rate of progress. Some wish to gain certain practical results, some to broaden an outlook on life, to supplement formal education, or to extend it by entry into new fields; others wish to read for the pure joy of reading with no thought of education or study. To these readers, young and old, the librarian may bring a definite service by organizing systematic programs of reading and providing an interesting selection of books.

Readers' Advisory Service

A special organization for adult education service is perhaps the best means by which libraries can give the right kind of assistance to those who wish to study subjects of their own choosing under library guidance. It must be admitted that the responsibility of the library

which undertakes such service to the reader is considerable. For that reason it should not be assumed lightly, and public announcements of the service should be postponed until personnel, books, and equipment are ready to meet the demand. To offer such a service and to give something less would be fatal. The person who requests assistance in the organization and conduct of his reading or study is entitled to the best attention and the most skilled service the library can give. Highly qualified consultants or advisers in reading are necessary on the staffs of libraries if this desirable feature of library work is to be fully developed.

There is a sharp distinction between the work of a readers' adviser and the work ordinarily done in circulation and reference departments. The adviser carefully organizes courses of reading which are suited to particular individuals, whereas the assistance given in reference and circulation departments is frequently hurried and impersonal and is intended to meet only the immediate need. This advisory service to readers is different also from that of educational institutions in that it is entirely individual and informal and includes no thought of standards, grades, or credits.

One of the first steps in this service is an informal consultation with the reader to gain a knowledge of his education, his previous reading, the time he expects to give the proposed study, and his aim in undertaking the course. This requires a tactful, friendly, and unhurried conference undisturbed by the public and other influences which might make the reader ill at ease.

In making her recommendations for reading the adviser depends first of all upon her own knowledge and the resources of her office. She may find it possible to use a reading course previously prepared, or she may be able to adapt one of these to the situation before her. If the requirements of the reader cannot be met in any other manner, an entirely new course should be prepared. In this preparation the experience of other members of the staff may be drawn upon and possibly specialists outside of the library may be consulted.

The books selected for such a course must be suited to the reader's ability. The first book recommended should introduce the subject and interest the reader, and succeeding books should develop the subject and retain the interest. The governing principle is careful selection and limitation rather than inclusiveness.

Frequently, considerable time will be required for the preparation of the reading course. Under such circumstances it may be mailed to

the reader or he may be notified that the librarian is prepared to give the assistance requested. Wherever possible, however, the reader should, on the occasion of his first visit, be given some book with which to begin his study. Care should be taken to insure that the books recommended are readily available and that they are supplied in the order in which they are required.

It is desirable that the contact once established be maintained as long as it is likely to be welcomed by the reader. The librarian may well encourage the reader to inform her of his progress and of the suitability of the books recommended. If this is done, it should be for the purpose of expressing an interest in the progress of the course and of obtaining information which will aid in preparing other courses, and not as an examination nor as a means of testing the reader's knowledge of the subject. Such methods as notifying the reader of new books that may be of interest to him in his study may offer him the opportunity to return for conference on his reading. Everything must turn on what the reader *wants*—what books and what help. A patronizing attitude, or an idea of "uplift," is foreign to all library service.

Those who serve in the capacity of consultants or advisers in self-education must possess the highest qualifications. They must have both breadth and depth of knowledge. They must have the facility of the trained and experienced librarian for finding and organizing material suited to the reader. They must have personality, tact, sympathy, enthusiasm, and an understanding of educational psychology comparable to that of the successful teacher. Their knowledge and experience should be such that they will be able wisely to recommend suitable books on the same subject to men and women who differ widely in ability, education, and purpose.

The Commission does not undertake to suggest just where this service should be organized in the administrative scheme of the library. It might be a part of the circulation department, or of the reference department, or it might be organized as a separate department. The size of the library and its arrangements for division of labor and service are factors to be considered. The organization of a large library in such a manner that highly qualified chiefs of divisions or selected assistants give much of their time to consultations with readers offers a method which may be found most suitable. In such a system, the adviser plans reading for those who seek aid in general courses only, and arranges conferences for others with the

chiefs of divisions best qualified to advise. In any method, the basic principle is that of personal advice in organized reading. The methods of organization in a few libraries which are pioneering in this field are described in Appendix A.

The adviser should be able to call upon local specialists or experts for assistance in the preparation of specially difficult or technical courses. The professional group of men and women, which includes industrial specialists as well as teachers in colleges and high schools, could be interested in an opportunity to serve and would probably also be willing to meet occasionally with study groups for that informal discussion which brings such rich returns.

The results of such a service cannot be estimated in numbers—either of books used or readers enrolled. The sponsorship of individual study seriously undertaken and persistently followed may very profitably begin in small ways, and develop as the demands and facilities increase.

During the experimental stage of the service to readers, close observations should be made and detailed records kept of typical cases in order that the weaknesses of the plan may be revealed and adjustments made. An exchange of information and comparison of experiences between libraries developing the service would be helpful.

Making the service known. To reach its maximum usefulness, the advisory service of the library must be made known and interpreted to the public. Constant use should be made of the press, the church, social agencies, labor organizations, trade organizations, employers' associations, clubs, and lodges. Information about it should be extended to the home, the shop, and the factory. This can be done through an effectively organized campaign of information appropriate to the service offered. Special methods will, of course, develop with the work.

The educational opportunities of the library should be made known to the older boys and girls out of school, and to those about to leave school. Surveys will be necessary to find out who and where they are. Many can be located through school records. They can be reached by correspondence or indirectly by carefully planned cooperation with educators, social workers, parents' organizations, young people's clubs, the Young Men's Christian Association, the Young Women's Christian Association, the Knights of Columbus, and labor and industrial leaders.

The large library might employ profitably in this work the serv-

ices of selected librarians as field representatives to visit, address and confer with clubs, schools, and other study groups. Such representatives could also work out plans for the assistance of other members of the staff in making individual and group contacts; they could coordinate the work of the library with that of other institutions and organizations; and they could interpret library activities in such a manner that individuals might know what kinds of direct service the library has to offer.

Another possibility worthy of careful study by librarians of the larger libraries, and even state library extension agencies, is that of placing on the staff a librarian or some other person with a grasp of both library and adult education problems, who can develop and coordinate the educational aspects of the library in its direct service to individuals and its indirect service to adult students through educational agencies.

READING COURSES

This plan of advisory service to individuals contemplates a wide use of reading courses. The ideal reading course would be one prepared especially to fit the needs of an individual reader. In practice, however, it will often be necessary, and frequently advisable, to use a printed course, or one already prepared, making such adaptations as are required to fit the immediate need.

"Reading course" is a term which is commonly used to indicate a variety of lists and guides which differ widely in purpose, form, and content. One so-called course lists seventy-five titles on almost as many topics, many of which are entirely unrelated. Another is a detailed outline of study with no reference to the books necessary for the pursuit of the course. In fact, it is not unusual to find the terms "reading course," "reading list," "book list," and "study outline" used synonymously. For this reason it seems advisable to explain our understanding of these terms.

Book lists and *reading lists* are intended primarily to direct attention to certain books. They may, or may not, be annotated. Librarians make use of them to emphasize certain types of books, such as new books, books on a definite subject, or books by one author. Publishers issue them to advertise their publications. It is only occasionally that the reader is expected to read all of the books on such a list; he is given a selection from which he in turn must select according to his needs. While book lists are valuable in library work, they

are not intended as guides to organized reading and it is only rarely that they can be used for such a purpose. They are helpful, however, in the preparation of courses.

Study outlines more nearly meet the needs of the person who seeks a reading course. We find such outlines prepared for classes, clubs, societies, and for individuals. An examination of scores of outlines for study clubs shows that these range from mere sketches to detailed treatments of subjects. Practically all such outlines, however, deal chiefly with the subject matter. They give the reader very little help in the choice of books, magazines, and other material. The individual studying alone finds the usefulness of these outlines limited by their inclusiveness and inflexibility. University extension departments, for instance, in their outlines for home study usually treat the subject by the topical method, referring the reader to chapters in many books, thus making it almost necessary for him to do his reading in a library. Few readers can do this. The majority find it necessary to borrow or buy one or two books at a time and read them at home.

The *reading course* for individuals, however, is none of these, though it has much in common with them. Basically, it is a list of books, but it also includes many of the elements of the study outline and, in addition, is a practical guide to systematic, consecutive reading on a definite subject.

"The term 'reading course' (as distinct from a 'book list') is used for a group of two to ten books, each of which supplements the others in making up a whole. No two books in the group contain the same material, nor are they written from the same point of view."[1]

The following are some of the characteristics of well-prepared reading courses, whether printed, or compiled for a single individual:

1. Well defined subjects;
2. Definite objectives, such as knowledge for practical application, cultural knowledge, or pleasure in reading derived from a better mastery of a particular subject;
3. A selection of books of such interest as to compel the attention of the reader once he has undertaken the course;
4. The inclusion of essential titles only, each book chosen making a definite contribution to the development of the subject. For many subjects the titles should be so arranged as to promote progress from elementary to advanced and from general to specific knowledge;
5. The inclusion of books representing different points of view when the subject so permits or warrants;

[1]Buffalo Public Library. Education through reading, 1924, p. 3.

6. The inclusion of recent publications when the subject is one affected by recent developments; the exclusion of obsolete publications (particularly books out of print), unless they are necessary for historical background and comparison;

7. Such an organization of the material that the reader will have a systematic guide which will enable him to gain his objective with minimum time and effort;

8. Notes or commentaries on all of the books included. These will depend upon the subject and the nature of the course. They may make clear the reason for including a certain title in preference to others. They will show the place of each book in the reading scheme and its relation to the other books listed. In the case of prose literature, the notes might tell of the importance of the work in comparison with other books by the same author; they might describe his style, his method, and set forth his object. In commenting on a technical book, facts could be given concerning the authority of the author, and the reader should be told whether the book is practical or theoretical, elementary or advanced. Brevity in these notes is desirable;

9. The preparation of courses by those who have not only a knowledge of the subject treated but a knowledge of its literature as well. The compiler should also have such appreciation of the purpose, ability, and limitations of the reader as will enable him to organize material effectively. The method of organization may vary for different courses but in all cases it should insure to the student an orderly, systematic progression from book to book.

The value and use of reading courses. Reading courses are useful guides for both readers and librarians.

We live today in a wilderness of print confusing in its magnitude even to those who deal with it constantly. Its very size and comprehensiveness militate against its use by many people. Quite frequently the difficulty is not so much lack of a desire to read and study, as inability to find a reliable guide through the maze of literature.

The ability to select for the reader a single book, chapter, or fact that precisely meets his requirements is one of the best qualifications a librarian can possess; but even higher is that power to inspire and guide an interested personal quest for knowledge.

A printed reading course as an aid in the guidance of readers is, after all, a substitute for the ideal. The ideal provision would give to everyone the opportunity to consult a person highly qualified in the subject—qualified both in knowledge and understanding. That ideal is slow of realization. In the meantime the best available aids must be provided. Possibly the best substitute for a personal consultation with a specialist in biology, is a printed reading course in biology prepared by that specialist.

VALUE TO THE READER

As a guide in self-education, reading courses should assist the reader in securing some of the benefits of system and organization in study which characterize successful class instruction. They are guides for those who wish:

To gain practical ends through study of such subjects as accountancy, advertising, and business English;

To increase their general knowledge of such subjects as science, history, economics, psychology, the drama, and poetry;

To enhance their enjoyment of reading through systematically grouping the books read;

To make possible a combination of recreational and profitable reading by such methods as selecting fiction which is representative of a period or school or which reflects and interprets the life of a country, or by organizing the reading of biography of a certain period in history.

VALUE TO THE LIBRARIAN

Reading courses are reference helps which save time and labor. With suitable modification they may be used many times; the questions they answer are frequently repeated. They are guides in book selection and in checking book stock.

They are an effective means for advertising the library, its best books, and its service. They may be freely used in the library or mailed to interested persons, leaders of clubs, societies, and other groups. They may be posted in libraries, social centers, clubs, and other public meeting places. When the expense is not too great they may be published and distributed in connection with public lectures, sermons, or recitals. They may be reproduced in local library publications, newspapers, magazines, club publications, or house organs.

Scarcity. Since it is only in exceptional cases that libraries publish reading courses, relatively few courses are available for general distribution.

There are two obvious weaknesses in the present provision for reading courses:

1. An insufficient number of carefully made courses which are capable of adaptation. Of thirty-one letters received from secretaries of library commissions concerning reading courses, only one told of having printed any courses; nine others sent classified lists, study outlines, references, etc.; five commissions reported the preparation of courses for individuals upon request; and nine, the use of courses prepared by other organizations;

2. A faulty distribution to the profession as a whole, of the courses made in various libraries.

Use of aids. Outlines, lists, and bibliographies are useful in the preparation of courses. Although they cannot be used as courses in the form in which they appear, they have the merit of covering a wide range of subjects and will save much time and labor. Many of these aids represent careful thought and special talent which those who select books for readers and those who prepare reading courses cannot afford to disregard. A list of some of these aids and information about available reading courses will be found in Appendix B.

Suggestions regarding filing. A few notes regarding the filing of courses, lists and aids, may prove helpful. It is suggested that they be kept in a ten- by twelve-inch vertical file near the desk of the person who serves as readers' adviser, that a subject heading be assigned to each course with cross-references where needed; that references be included to courses in books and magazines and other courses that cannot be directly incorporated in the file; that typewritten courses prepared for individuals be included; that the separate filing of lists and courses be considered; and, finally, that extra copies of courses or lists, which may be given to readers, be kept in a separate, convenient place.

Limitations of reading courses. The results obtained from the use of reading courses must not be considered as a satisfactory substitute for formal education, but rather as supplementary to such formal education as the individual may have obtained, however much or little that may be.

Some of the principal limitations of reading courses are due to the lack of opportunity for expression and discussion in connection with study, the exchange of experience, and the inter-play of mind upon mind. While emphasizing the possibilities of reading courses as a useful means toward self-education, it is well that their limitations be fully recognized and that efforts be made to overcome them. Professor L. J. Richardson, director, University Extension Division, University of California, points out their principal weakness as a means of instruction in the following statement:

> These are to be commended provided people are not led to believe that they constitute a complete method of training. Attempts to carry on educational work solely through lists of selected books have generally met with only partial success. No matter how many books a person reads on a given subject, he may go astray in his thinking if an opportunity is not afforded from time to time whereby his work may be tested and corrected. A false point of view or some defect in technique may persist for a long time and preclude the best results. Extensive and carefully planned reading is, as we

have said, an important and necessary feature in adult education; but if the student is to make the most of his time—and the adult student generally has no time to waste—he cannot afford to leave out any of the necessary steps in his training. One such step is direct and personal contact with some person who may be regarded as an expert. This does not necessarily imply the formal relations of the classroom, but it presupposes in some form the interrelations of teacher and student. Another step is the action and reaction of discussion, the interchange of ideas among persons engaged in the same line of study. Still another step is the development of the student's powers through some kind of doing, practising, experimenting, or creating. Ideally this activity requires some form of conference and supervision. It is evident that a course of reading, however carefully planned, cannot meet all the needs involved in adult education.[1]

Basil A. Yeaxlee makes the following statements which are applicable to this problem:[2]

> For in practice you very soon discover that you cannot study any fact or theory properly without being compelled to consider the counter-balancing fact or contrary theory. That is why group study, as apart from exclusively individual work, is healthy in its atmosphere as well as likely to be sound in results. Mind checks mind; group supplements and complements group. . . .
>
> True education is the development of the whole personality. That end can be obtained by only one means—contact and mutual reaction between it and other personalities. Books worth calling books at all are but the self-expression of living minds. Lectures are the same. The importance of discussion in adult education is just that it produces this vital reciprocal influence of personalities. The process involves the sinking of prejudice and the doing away of all suspicion. The educated man is he who can listen receptively to unfamiliar facts or unwelcome truths, who can face with equanimity extreme or exaggerated statements and points of view for the sake of drawing out and adding to the common stock the measure of truth that these may prove to contain, and who wins a way for his own opinion by his toleration of differing or opposed ones.

The weaknesses of reading courses as a method of adult education are admittedly considerable but they are not so great as entirely to discount their value. Such courses offer the only opportunity for many grown persons whose environment makes solitary study the only possible method. But if solitary reading or study is to be made most profitable, some way must be found whereby it can be combined with those elements which are so desirable in other forms of education.

[1] *The Spokesman* (University of California Extension Division), 4:55–56, December, 1924.

[2] Yeaxlee, B. A. An educated nation. London, Oxford University Press, 1921, p. 38, 73–74.

Some of these desired advantages may be provided by the library, through conferences with readers' advisers, for example, while others may be brought to the attention of the reader through a service of information about opportunities for adult education. Through such a service the reader might be encouraged to supplement his reading in the following manner:

By attending public lectures on subjects related to reading courses;
By visiting museums, art institutes, exhibits, and by attending lectures and interpretative talks;
By association with others interested in the same subject through attending classes, and meeting with clubs, societies, and organizations.

DISCUSSION GROUPS

One of the most important elements to be considered in this connection is the opportunity to discuss the subject of one's reading with other students and with a discussion leader well versed in the subject. Librarians may hesitate before entering on a venture which involves the organization and supervision of study or discussion groups. It is possible, however, that they may serve as the coordinating agency between readers and discussion leaders. This might be done in one of the following ways: by putting readers in touch with discussion groups already organized; by arranging for informal conferences between a public-spirited specialist and a few persons following the same reading course; by an arrangement with other adult education agencies whereby they will furnish leaders for discussion and organize small groups of readers. These methods have not yet been developed but they seem to hold considerable promise and are worthy of trial.

In every community there is talent that could be usd for leadership in informal discussion. Any institution or group that can mobilize this talent will render an important service to the community. The tendency of civic and other voluntary organizations to unite in projects for community welfare would indicate that they might be persuaded to unite for this purpose.

In some cities the principal educational agencies have formed an organization for the exchange of experience in order to promote educational interests. It is possible that the aid of such an organization or council could be enlisted and that arrangements could be made whereby those engaged in solitary study under the guidance of the public library could be offered opportunities for conferences, for

attending lectures, or for joining discussion groups under leaders chosen by the council.

This would make it possible for those interested in a common subject to meet frequently with some well-qualified teacher or community leader for an exchange of ideas and reading experiences. A roster of leaders might be prepared and the discussion groups organized by a special committee of the council working in cooperation with the public library.

In such a plan the library would make contacts between individual readers and the discussion groups. It would also provide the necessary books and when possible would furnish rooms for meeting. Some of the leaders of discussion might be recruited from the library personnel.

Such discussion leaders should be carefully chosen for their ability to inspire adult students and to stimulate independent thinking. They should encourage students to express their convictions and should bring out opposing opinions on the questions under discussion. The leader would not be expected to lecture—he would be a "fellow traveler in the quest for truth."

SUMMARY

Basing its conclusion on the present deficiencies in the field of adult education and on the successful experiments already in operation in several libraries, the Commission believes that a responsibility rests on librarians to furnish, through a readers' advisory service and through reading courses prepared to meet special and individual needs, a direct service in adult education which the library is peculiarly fitted to render. Free from all elements of grading and compulsion, it should make an appeal to younger readers who feel a lack in their educational equipment, but who are still rejoicing, perhaps, in escape from organized supervision. At the same time and for similar reasons, it should attract many older readers whose rigorous daily schedule does not allow attendance at regular classes, whose interests can not be made to fit into organized curricula, or who prefer greater independence in study than is permitted in most educational institutions.

CHAPTER IV

Information Service Regarding Opportunities for Adult Education

ONE of the first essentials in a program of adult education is an information service covering all available data about local classes and other educational opportunities for adult students.

This information will enable the library to answer the inquiries of individuals seeking educational advantages. It will furnish the information needed for intelligent library cooperation with other educational agencies. It may reveal gaps in local provisions for adult education that the library or some other agency should attempt to fill. Furthermore, such a service will stimulate the desire for education by giving publicity to the available resources.

Such a bureau of information is needed in the smaller places as well as in the larger cities. Though the opportunities in the small communities may be few, the very fact that they are limited makes it important to investigate them fully so as to make them available to potential students.

There is need also for a list of adult education facilities which are available in the state as a whole. Such a service might be maintained by the state's library extension agency, which could, in cooperation with the state department of education, list such information, keep it up to date, and supply it regularly to local libraries.

The information service here suggested would answer promptly such questions as: Where can I receive free instruction in the English language? Where will I find classes in elementary shop mechanics? What university extension courses are available? Are there free lectures in the city? When will the next farmers' institute be held?

Information about available opportunities should be secured from city and state school officials, university extension directors, the Young Men's Christian Association, the Young Women's Christian Association, the Knights of Columbus, local colleges, church schools, trade schools, apprentice classes, etc. Catalogs and circulars which list and describe courses of instruction for adults should be on file. These should be carefully analyzed and made usable.

The library offering this service should maintain a card index of all the local adult education resources, the principal ones of the state and, to a limited ex ent, those of the nation. The information should be indexed under organizations and institutions, and under subjects. In the latter case, the card should show: (1) the subject of the course; (2) where and when—at what date and hour, and for how long—the course is given; (3) for what type of student it is designed; (4) the cost of instruction; (5) the conditions of admission; (6) the name of the instructor; (7) the name of the administrative officer to whom inquiry should be addressed; and (8) the approximate size of the class. Often it will be found wise to include on the subject card reference to catalogs and circulars giving more detailed information about the instruction offered.

The subject index should also contain or refer to information about the less formal educational agencies, such as lecture courses, public debating and discussion groups, forums, musical organizations, museums, and art institutes. The index might also list the welfare agencies prepared to furnish tutors for home instruction. In larger cities it will often be feasible to make this index available in printed form for general distribution, as has been done for the citizens of Boston by the Public Library of that city. Helpful details concerning the organization and operation of a bureau of information as it already exists in several libraries will be found in Appendix A.

Help in compiling such an index as we have just described might be obtained by organizing a local council on adult education, this council to include representatives from all organizations doing adult education work. Cooperation in the compilation of this index might well be one of the early undertakings of such a local council.

The compilation and preparation of an index of local adult education opportunities will furnish, as already indicated, a source of helpful advice to individuals who have no means of discovering for themselves many of the facts which a careful survey will bring to light. It will give to the library staff more exact knowledge of the activities and library needs of agencies with and through which they will wish to work. It will, moreover, furnish an excellent means of continuous contact with those agencies to whom the library owes book service and other library aid. In many cases the library contact with them is very slight and the approach necessary for installing and maintaining this information bureau will open the way for the cooperation discussed in the following chapter.

CHAPTER V

Library Assistance to Adult Education Agencies

ANY broad definition of adult education would include a variety of agencies whose numbers run into the hundreds, and any attempt to estimate their enrollment of "students" would reveal figures mounting into the millions. While much of the work done under these auspices is aimless and lacking in permanent results, still it must be admitted that, considered as a whole, this work is a worthy and significant feature of our modern life.

The successful administration and development of these various activities involves many factors, but, from a librarian's point of view, two are outstanding: first, the need of books and other printed material for the use of both teachers and students; and second, the need of skilled library service which will make this material properly available when and where it is needed.

The term "agency" is used here as a convenient name for all those institutions, organizations, classes, and special groups which provide educational opportunities for those men and women who wish to study as they go about their life work in after-school days. It is impracticable even to name here all of these agencies, but in Part Two of this report many of them are listed and described. The principal agencies referred to specifically are: worker's education classes; university extension classes and correspondence courses; Young Men's Christian Association, Young Women's Christian Association, and Knights of Columbus schools; public evening and part-time schools; classes for the foreign born; study clubs, including those fostered by national organizations; and discussion groups, lectures, forums, and institutes.

Three important groups, older boys and girls out of school, industrial workers, and university extension students, are dealt with in some detail in Part Two. It is hoped that the suggestions there given for library service will suggest and illustrate what can be done for similar groups. For this reason, and in order that the report may be kept within reasonable limits, other groups have been treated more briefly.

BOOK NEEDS OF THESE AGENCIES

The library needs of these groups are not radically different from those of students in full-time schools. In fact, the public library and the library agencies of the state are to the adult out-of-school student what the university or college library is to the university or college student. The necessity of providing library service for resident students and their instructors is recognized by all creditable institutions of learning. Specific appropriations are made and endowments are established for libraries in colleges and universities; beautiful and elaborate buildings are erected for the housing and administration of books and for the convenience of readers; books, periodicals, and all kinds of printed material are made available; and skilled and professionally trained librarians are employed. These more liberal provisions for resident students are comparatively recent. They are not yet adequate, and the tendency is to increase rather than to restrict them.

It is not so generally recognized, however, that library service is equally essential to men and women who wish to study in part-time classes and informal groups after school days are over. Such students, as well as their instructors or leaders, require a book service just as adequate as and frequently more varied and more highly specialized than that given to the resident student of a full-time academic institution. Furthermore, since the adult student can obtain only a limited amount of instruction or guidance from his teacher, he must often depend to a greater extent upon books and library assistance. Books are needed to meet the demands of those whose interest is alive and genuine. They are needed also, accompanied by the best of library service, by those whose interest is not so keen, in order to encourage them to go more deeply into the subjects taught or discussed. Failure to meet these needs is, no doubt, responsible for much of the weakness of informal educational efforts.

These needs are not met, except in a few instances, by the organizations conducting or fostering adult study activities. Voluntary study groups are of such a nature that students cannot provide for themselves all the books necessary for thorough-going study. Even part-time and extension classes are dependent for complete success on more adequate provisions for library service than have yet been made. The organizations and institutions concerned have given little attention to the importance of suitable and accessible printed material for those whose interest is aroused.

Many libraries have made commendable efforts to meet the requirements of these agencies, and no doubt the assistance given by American libraries is much greater in volume than is generally recognized. It must be said, however, that few libraries have been able to respond adequately. There are two outstanding weaknesses in library service to group study: lack of sufficient duplication of those titles for which there is a genuine demand, or for which a demand would come if proper encouragement were given; and provision for professional library service for those requiring it in group study or for those individuals who may be inclined to continue through private reading the study begun with a group.

RESPONSIBILITY FOR PROVIDING BOOKS AND LIBRARY SERVICE

The theory that it is the responsibility of the community or the state to provide library facilities that will encourage all worthy efforts of men and women to study and learn in out-of-school days, is not yet generally accepted. Evidently one reason for this is that the process of learning has been associated almost exclusively with schools and classrooms. Another reason is the fact that responsibility for this service has never been fixed and is governed by so many factors that no general statement can be made as to where it belongs. Considering as a group the agencies referred to in this chapter, it may be said that the responsibility for book service usually rests first, on the student; second, on the agency offering or promoting the instruction; third, upon the local public library; and fourth, upon the library agencies of the state or province, such as the state library, the provincial library, the state library commission, the university library, or the university extension division.

As for the student, it is doubtless true that unless he is willing to make an effort to get the necessary books, little can be expected from him in the way of profitable study. It is assumed that he will purchase, either individually or with his associates, the less expensive guides or textbooks that may be needed. Only in rare cases, however, can he be expected to buy all of the books required.

Upon the institution or organization sponsoring study rests the responsibility for seeing that the class or study group is provided with books. This may not involve actually supplying the books, but it should extend at least to the point of seeing that the student is put in touch with some agency that will supply them.

This agency would in most cases be the local public library. Some libraries will be able and willing to supply the guides or textbooks that the student requires, but every library should be in a position to provide the reference material and the supplementary reading matter required by the adult classes. Whether this should be sent to the class or meeting room, or merely provided at the library must be determined in each case by the need and the supply, but the best results will, of course, be secured where the facilities are both adequate and convenient.

The state or provincial library occupies a strategic position in work of this character. Its service to adult students might consist, first, in supplying books to students in those communities that do not have libraries, and second, in supplementing the resources of other libraries. Later in this report reference is made to the desirability of a coordinating institution and a central supply of books in each state and province.

METHODS OF MEETING NEEDS

Before libraries can begin to meet these needs in an adequate way, additional funds will be required for books, service, and equipment, and in some cases for additional rooms or buildings. The Commission has observed, however, some effective methods of giving service with existing facilities, and these are described in Part Two of this report. A few of these methods are here briefly mentioned:

A survey of agencies in order to determine their number, location, membership, the nature of their work, and their library needs;

A constantly revised catalog of agencies, with records of their library needs, their leaders, the library visits made, and the library service given;

Consultations with agency representatives for the purpose of arriving at a mutual understanding of common problems and of making advance plans for meeting the needs;

The organization of a department within the library for the coordination of the work of the library with adult education;

Systematic visiting by librarians of all of the adult study agencies of the community, this being coordinated by a special field representative and shared by those staff members best qualified to make contacts or to represent the library;

Staff identification with agencies and participation in their work, thus bringing back to the library a more definite knowledge of their needs;

Class visits to the library which are carefully prepared for in advance;

A special service to teachers in adult schools, with sample books and a consulting service about the books found best suited for adult reading and study;

The preparation of bibliographies and short book lists, and the planning of study club programs;

Consultation and assistance in the organization and conduct of study clubs, classes, and discussion groups;

Establishing of branch libraries where conditions and use warrant them;

Providing a better book service for individual members and leaders through deposit collections, on the principle that any group engaged in systematic study is entitled to such aid. Supplementing the resources of the local library by inter-library loans and by loans from state agencies;

Providing book-wagon service for groups whose needs cannot be met by other means;

Furnishing books and other supplementary material direct by mail to individuals or groups where local library facilities are not available;

Consultation in book buying with other local agencies, such as museums and special libraries, in order to avoid duplication and to insure purchase of highly specialized books to meet the needs of those students whose interests cannot be satisfied with the average general collection;

Providing meeting places for adult study and discussion groups;

Making the service known by printing and distributing general facts about the library and special facts about the resources particularly needed by an agency.

CONCLUSION

The need of library service by men and women engaged in group study is unquestioned, and it is so universal that it affects all types of libraries. The extent to which present library service to adult education agencies could properly be expanded, and the influence which such expansion might have on the diffusion of knowledge are limited only by the ability and willingness of those responsible for the administration of libraries and the extent of the resources they command.

Books and professional library service equal to any reasonable demand are the right of all those who seek to extend their knowledge and to perfect themselves in the art of living. A liberal and efficient library service to all classes or groups engaged in study seems to the Commission to be one of the major functions of the library in the field of adult education.

CHAPTER VI

The Development of Reading Interests and Habits

ONE of the greatest questions in adult education is how to reach older boys and girls out of school. When we discover that sixty-eight per cent of school children never get beyond the eighth grade, we realize that this problem is serious. The problem, itself, is discussed in Chapter I of Part Two. In considering these boys and girls the Commission has been impressed with the fact that if reading habits and intellectual interests are to be held and sustained in later life they must be developed during school years.

This problem is primarily one for the school, since it necessitates a scientific study of reading materials and of methods of teaching, but it concerns the library also, which is interested not merely in supplying the books demanded, but also in raising the quality of the demand.

Any plans for adult education must include a recognition of this problem. If intellectual interests can be aroused during school years, if boys and girls can be taught to use books and can be given a happy introduction to the best in literature, habits will be formed and desires created which will seek realization in later life. Effie L. Power, in her address before the Children's Librarians' Section at the meeting of the American Library Association in 1925, recognized this very clearly when she said: "Our task is to reach all the children, and having done so to establish permanent interests; to train them to use books and to love books; and to relate their use of books and their general reading to their lives. If we fulfill our obligations to the children we should have an ounce of prevention to offer against illiteracy, dullness, pessimism, loss of faith, lack of ambition and unhappiness which is well worth a pound of adult education as cure."

This whole subject is interwoven with teaching and the work of school and children's librarians. It requires research and experimentation in the field of education, assumed jointly by teachers and librarians. This Commission undertakes only to suggest a study that promises to yield worth while returns.

Educational leaders are giving increasing recognition to the im-

portance of literature in life and to the essential objectives of instruction in reading. Their attitude is admirably expressed in the *Report of the National Committee on Reading*. In this report appear the following statements, including a quotation from Henry Suzzallo, President of the University of Washington:[1]

One of the noteworthy developments of the last decade is a keener appreciation of the importance of intelligent reading in social life. Investigations show that it is an indispensable means of "familiarizing adults with current events, with significant social issues, with community and national problems, and with American institutions, ideals, and aspirations." It is essential also in attaining vocational efficiency, in broadening one's range of general information, and in securing pleasure and profit during leisure hours.

"We cannot deal with men and affairs beyond our personal touch without the printed record to give us understanding of them. All cooperation begins with understanding and the sympathy which flows from understanding. Democracies with a far-flung population, greatly diversified in occupation and manner of life, must rely heavily for common appreciations upon printed records, newspapers, magazines, and books. . . . Thus teachers and schools have become necessary to that expanded power of appreciation, chiefly gained through books, which our modern democracies and world relations require."[2]

The essential objectives of instruction in reading are stated by this committee as follows:

The primary purpose of reading in school is to extend the experiences of boys and girls, to stimulate their thinking powers, and to elevate their tastes. The ultimate end of instruction in reading is to enable the reader to participate intelligently in the thought life of the world and appreciatively in its recreational activities.

A second objective . . . is to develop strong motives for, and permanent interests in, reading that will inspire the present and future life of the reader and provide for the wholesome use of leisure time. This includes not only permanent interests in reading in a narrow sense of the term, but in addition keen interests in life, in the world and its people, a desire to keep posted concerning current events and social problems, and the habit of reading systematically for recreation and intellectual stimulation. The ultimate measure of the vitality of the reading experiences in school is the extent to which they lead to desirable interests, standards, tastes, and habits which carry over into life outside of school. . . . The accomplishment of this aim makes it necessary to acquaint pupils with the sources and values of reading materials of both the work and recreational types, and to develop standards which may be used in selecting reading materials. (p. 11)

[1]National Society for the Study of Education. Report of the National Committee on Reading. Twenty-fourth yearbook, Part I, 1925, p. 2.

[2]Suzzallo, Henry. Our faith in education. Lippincott, 1924, p. 36–39.

A third aim of reading instruction . . . is to develop the attitudes, habits, and skills that are essential in the various types of reading activities in which children and adults should engage. (p. 12)

Throughout the report recognition is given to the importance of free and independent reading by students, to the need of making books accessible, and to the value of the service that can be rendered by qualified school librarians.

With these facts in mind, progressive schools should equip themselves with extensive libraries in charge of trained librarians and should devote a substantial part of their English time to library reading. (p. 70)

The librarian . . . should also endeavor to extend the reading interests of these pupils by acquainting them with new and interesting books and to modify their tastes where such changes are desirable through suggestions offered in individual conferences. Finally, she should observe continuously the reading habits of pupils, make specific suggestions to individual pupils, and refer to the reading teacher those who give evidence of serious difficulties. (p. 73)

Our only criticism of this excellent report is that it does not place sufficient emphasis on the importance of bringing the pupil effectively into contact with the public library, in order that he may carry over into adult life the habits and skills acquired in school and in the school library. The desirability of cooperation between the school and the public library is referred to (p. 266, 297), but this suggestion seems more for the purpose of supplying lacks in school library facilities than for the larger purpose of introducing the student to a "university of books," where he may continue to learn when school days are over.

The American Association of University Professors is studying this problem through its Committee on Methods of Increasing the Intellectual Interests and Raising the Intellectual Standards of Undergraduates. Rare opportunities, involving heavy responsibilities, are open to college and university libraries in connection with the development of methods of teaching referred to by this committee. Such methods as those employed in honors courses encourage general reading of a wide latitude. In its preliminary reports the committee evidently regards the stimulation of general reading as contributory to the raising of intellectual standards and interests. "It is hardly necessary to take space to summarize arguments in favor of the desirability of more general reading on the part of the undergraduate. In general, there is a marked dissatisfaction both with the amount and the quality of the voluntary reading done by the college student."[1]

[1]American Association of University Professors. *Bulletin*, 10: 483, October, 1924.

Among the methods suggested for increasing general reading among undergraduates, are the following which pertain directly to the college library:

> The definite shaping of courses, as far as is possible, toward the stimulation of interest and of outside, independent reading. The student must be made to feel that he and he alone in the last analysis is responsible for his education, that he must take himself in hand and by independent reading and thought *educate himself*, since no one else can *educate* him, that the college furnishes facilities, stimulus, guidance, and help, but that all collegiate work is 'without form and void' until the student by his voluntary intellectual activity vivifies it and gives it meaning. . . .
>
> The introduction of a Special Initiatory Course for Freshmen, with teaching of methods of reading, study, use of reference books, and elementary hints on bibliography, has been found, by many institutions, to be helpful in encouraging general reading. . . .
>
> Providing a comfortable and attractive reading room with about two thousand selected volumes as in the Clark [University] plan.
>
> Cooperation of the faculty in the formation of student reading groups and in the development of fraternity libraries. . . .
>
> Issuance to all students by a carefully chosen faculty committee of selected book lists. It would seem best that these should be short lists, issued rather frequently, perhaps every two months, and changing to meet different tastes.[1]

At the request of the Commission on the Library and Adult Education, William F. Rasche, under the direction of Dr. William Scott Gray, of the University of Chicago, is making a preliminary survey of methods employed by teachers and librarians to stimulate interests in reading. This survey aims to bring together significant experience on such questions as: What is done to stimulate the interest of children in reading books, magazines, and newspapers? What is done to cultivate permanent reading habits and to elevate reading tastes? The results of this study will no doubt emphasize aspects of the subject which will be of particular interest to librarians.

It is to be hoped that a result of these various studies will be the further development of those methods which aim at the roots of the problem, rather than an increase of expedients which only temporarily alleviate a local situation.

RECOMMENDATIONS

In the light of the problems outlined and of the findings of the studies that have been made, we recommend that special considera-

[1] American Association of University Professors. *Bulletin:* 10:490–92, October, 1924.

tion be given to the employment of elementary and high school supervisors of reading who are skilled in inspirational book approach and who appreciate the importance of library contacts. The National Committee on Reading makes this significant suggestion in its report: "All junior high schools and most senior high schools should have on their faculties one or more expert teachers qualified to give specific training in habits of silent and oral reading."

The Committee states furthermore: "If school systems are justified in spending millions of dollars each year in teaching pupils to read, it is imperative that permanent habits of reading be established in order to secure intelligent participation in personal and social activities for which society makes such generous provision." In view of the fact that the reading habit is one of the most important which pupils may acquire in school, the Commission submits that these proposed teachers or supervisors of reading are quite as necessary as teachers of music, drawing, or any of the other arts.

We also recommend to teachers and librarians the consideration of such methods and projects as the following:

An experimental study to be undertaken jointly by teachers and librarians in order to find methods that will develop better reading interests and habits;

Further development of methods of acquainting pupils with reading material relating to their various out-of-school interests and activities;

The extension of methods that will teach pupils to read more rapidly and more intelligently;

The elimination of methods of teaching that make the classics obnoxious to young people;

More effective and inspirational methods of teaching students how to use the library;

Normal school instruction in the above subjects;

Publication of special textbooks designed to arouse latent reading impulses;

A more adequate provision for libraries and professional library service in elementary and high schools;

Provisions for well-selected literature on a wide range of subjects in rural schools;

Greater emphasis on methods for carrying over to the public library the reading interests cultivated in schools;

Extension of the influence of children's libraries on reading habits;

A reduction of the loss of readers between children's departments and adult departments in public libraries;

Enlistment of home influences and the assistance of such agencies as the Parent-Teacher Association in plans for better reading among children;

More intensive work by college and university libraries in developing reading habits.

CHAPTER VII

Need of Humanized Literature in Adult Education

The Lack of Readable Books

EVIDENCE is accumulating that education for adults with incomplete or retarded schooling can never be wholly successful until more books are written to meet their needs. Men and women who have lost the habit of study and who have done little serious reading require books that are not only reliable as to fact, but written in a simple, clear, and interesting style.

Librarians who come into close touch with readers are emphatic in expressing this need. They report that there is considerable interest in the fundamental subjects of knowledge, but that it is impossible to find books that present these subjects in vital, readable form. Neither is it possible to find many of the more "practical" subjects treated in a way that is comprehensible to the reader with little preliminary training in the use of books. The primary difficulty is that the specialist, who is best qualified to speak with authority, writes only for other specialists or, if attempting to "humanize," fails to grasp the point of view of the reader whom he is addressing.

One careful observer, after wide experience with books in all fields of knowledge, concludes that ordinarily no attempt is made to present subjects in an interesting way, that books are written by students for students, and in difficult and sometimes very faulty language. He believes that the large field in which the library might extend its service (i.e., to men and women who are not accustomed to using abstruse material) is barren because the library does not contain the necessary books. The Workers' Education Bureau of America has discovered similar obstacles in its promotion of classes among workers. After considerable study of the problem, this Bureau has undertaken the publication of several series of books and pamphlets which are more nearly designed to meet the needs of working men and women.

James Harvey Robinson's little book, *The Humanizing of Knowledge*, has already become a classic on this subject. Mr. Robinson says:

But most of the best books are simply too long and too hard for even ambitious and intelligent readers. For to be simple is to be sympathetic and to endeavor to bring what one says or writes close up to those one is addressing. Not many of us are interested in isolated scientific facts of any kind. . . . But all of us are open to the effects of such new knowledge as gets under our skin. And the great art in writing is not to exhibit one's own insight and learning but really to influence those whom one is aiming to influence.[1]

In order that the experience and judgment of a number of librarians might be brought to bear on this problem, the Commission, in July, 1925, appointed a Sub-Committee on Readable Books.[2] This Sub-Committee was requested to investigate the possibility of encouraging the production of more books of educational value; to formulate a statement as to the need of such books and the characteristics desirable; to determine subjects in which readable books are most seriously needed, and to select titles which would illustrate the sort of books that should be published. The findings of this Sub-Committee were reached after the accumulation and examination of considerable data, careful examination of hundreds of titles, and consultation with scores of librarians whose experience made their judgment particularly valuable. The conclusions of the Commission as here presented are based on the findings of this Sub-Committee.

THE READER IN QUESTION

The Sub-Committee divides readers into four classes. There is first the reader with technical education who can use to advantage any book in his field. Second is the reader with collegiate training or its equivalent in reading and experience. These two classes are able to use most books with little difficulty and present no special problem. The third group comprises those persons with high school education or an equivalent experience. To this group belong the "average" or "general" readers for which most so-called "popular" books are written. An examination of these "popular" books, however, shows that many of them, though perhaps non-technical, require a somewhat advanced education for proper understanding. There is no great dearth of books suited to the person of average reading ability. In

[1] Robinson, J. H. Humanizing of knowledge. 2d ed. Doran, 1926, p. 75–76.

[2] Committee members: L. J. Bailey, Flint, Mich., chairman; E. W. Browning, Peoria, Ill.; Alice M. Farquhar, Chicago; Sarah M. Jacobus, Pomona, Calif.; Esther Johnston, New York City; E. H. McClelland, Pittsburgh; F. A. Mooney, Framingham, Mass.

the fourth group belongs the reader who will be found predominant in most adult education classes and who will be most apt to seek library guidance in self-education. He usually has an educational background below that of the high school. Many degrees of ability will appear in this group, but in the main, reading habits have not developed sufficiently to make it easy for the reader to comprehend many of the books available today. This reader may lack education, but he does not necessarily have an immature mind. His vocabulary may be limited, but practical experience has given him an understanding beyond that of the child and the youth. Ideas and facts may be readily grasped if they are expressed in simple terms suiting his development.

CHARACTERISTICS OF READABLE BOOKS

In the light of the study of the Sub-Committee, the Commission selects five outstanding characteristics for these desirable books: simplicity of language, non-technical treatment, brevity of statement, fluency, and literary merit.

Simplicity of language. Too many books are written in terminology quite incomprehensible to the reader with limited vocabulary. The specialist may claim that it is impossible to "jazz up the theory," but it should be possible to discuss the fundamentals of a subject in language that can be understood by a moderately intelligent person. Simplicity does not necessarily mean words of one syllable, but it does mean explanation, definition, and illustration, expressed in terms generally familiar and made as graphic and vivid as possible.

Non-technical treatment. Quite as essential as simplicity of language, and a natural outgrowth of it, is non-technical treatment. Academic and highly technical terms, unless clearly defined, are clearly out of place in an attempt to achieve readability. The sacrifice of technical nomenclature does not presuppose a sacrifice of accuracy. Clearness and correctness can be gained without the scientific terminology which naturally attaches to a subject when discussed for specialists. Overweighting with detail and the use of complicated graphs and diagrams should also be avoided. Illustrations which will link up the subject with the previous experience of the reader are a great aid to the unskilled user of books. Some extracts from the instructions to writers issued by *Science Service* apply with singular accuracy to our general problem. "Care in composition in the case of popular science does not imply seeking to embellish the theme with flowers

of rhetoric, but it means hunting for the plainest words and most effective form of presentation and getting as many points of contact as possible with the previous knowledge and interest of the reader. . . . . Don't imagine that the readers of a paper are, like pupils, obliged to pretend to pay attention to you no matter how dull you may be. . . . Don't think you must leave out all the technical terms. . . . People are not so easily scared by strange words as you may think. They rather like 'em."

Brevity of statement. Faced with the rapidly growing field of knowledge it is not possible for the many to master any wide variety of subjects. Brevity of statement, therefore, seems essential so that the ordinary person may learn through short expositions of a great many subjects their contribution to and intrinsic place in modern life. Extended or detailed treatises, however much more accurate and satisfactory they may be to the student, appal the inexperienced reader. It is the exceptional reader who would choose a chapter in a large book to a small pamphlet containing the same information. There is a commercial attitude against small or short books, as publishers and booksellers have found them unprofitable. Nevertheless, seventy-five cent fiction has been very popular and has extended book buying considerably. If books of the right type are provided on a wide variety of subjects, as has not yet been done, buyers in commercially profitable numbers will undoubtedly be found.

Fluency. A characteristic frequently lacking in the books now provided for the sub-average reader is one which, for lack of a better term, may be called fluency. In many subjects the only titles available are textbooks, which, with their topical treatment and their questions designed for class use, are displeasing to the eye and repellent to general readers. These books look to study, ratings, and examinations, something quite outside the field of readable books for the beginner and the seeker of elementary knowledge.

Literary merit. In writing for this class of reader there is a tendency to sacrifice literary merit and style to mere simplicity of expression. The result is a childish production which will seldom appeal to the adult reader. He may be sensitive about his lack of education and will certainly think of himself as above the understanding of a child. For the same reason, books otherwise suitable are disqualified by such titles as "Young people's story of invention," or "Child's history of art." An attempt at brevity may likewise produce a mere outline of the subject which fails to achieve readability and can make

no claim to excellence of style. Genuine literary qualities and respect for the reader's taste and intelligence are as important in the writing of "humanized" books as in any other form of authorship.

A New Type of Writer Needed

It is obvious that for the production of the kind of books outlined above, a new type of writer must be found. It is rarely that the specialist makes his subject interesting to any but the student. Scholars deplore the time spent by their colleagues on the work of popularization. It is no doubt true that scientists fitted for original research should not spend their time explaining fundamentals. And yet, too long a period of time elapses between the discovery of useful knowledge and its diffusion and application. We need writers with a thorough knowledge of their subjects who can combine the art of the novelist with the scientist's regard for truth. There is urgent need for authors who can serve as liaison officers, interpreting to the man of little education the results accomplished in the scholar's study or the scientist's laboratory. To quote Mr. Robinson again:

> It is plain that we need a new class of writers and teachers, of which there are already some examples, who are fully aware of what has been said here and who see that the dissipation of knowledge should be offset by a new integration, novel and ingenious, and necessarily tentative and provisional. They should undertake the conscious adventure of humanizing knowledge. . . . They should have been researchers at some period of their lives, and should continue to be researchers in another sense.
>
> They should be re-assorters, selecters, combiners and illuminators. They should have a passion for diffusing knowledge by divesting it as far as possible of its abstract and professional character. At present there is a woeful ignorance, even among persons who pass for intelligent, serious and well-read, in regard to highly important matters that are perfectly susceptible of clear general statement.[1]

Suitable Books Now Available

The Sub-Committee was convinced after its study that an attempt to point out certain titles as models of the type of book recommended would be well-nigh impossible. It cannot be said that any one book meets all requirements, and probably none can be named which will represent the unanimous opinion of librarians. In the opinion of the Sub-Committee the *First book of photography*, by C. H. Claudy (McBride, 1918) fills most requirements. It is brief, simple,

[1] Robinson, J. H. Humanizing of knowledge. 2d. ed. Doran, 1926, p. 70–71.

well-illustrated, and presents a technical subject in a careful, easily comprehended style. A few other books are named as approximate illustrations of what is needed. Perhaps none of these were written to fill just such a need, but they more nearly conform to the recommended type than any other titles revealed by the study. The seven books selected were: *Practical drawing*, by E. G. Lutz (Scribner, 1915); *How to run a store*, by Harold Whitehead (Crowell, 1921); *We and our work*, by J. F. Johnson (American Viewpoint Society, 1923); *Japan, Korea and Formosa*, by E. S. Tietjens (Wheeler, 1924); *Story of man's mind*, by George Humphrey (Small, 1923); *First book of birds*, by Mrs. Harriet Mann Miller (Houghton, 1899); and *Secrets of the earth*, by C. C. Fraser (Crowell, 1921).

SUBJECTS IN WHICH READABLE BOOKS ARE NEEDED

It would be difficult to name those subjects in which books are most needed. The Sub-Committee reached the conclusion that no subject, unless it be agriculture, has been satisfactorily treated for the reader under consideration. Readable surveys of the major subjects are needed and likewise volumes which treat the subdivisions of these subjects separately. Some subjects are fairly well covered by separate books which deal with important subdivisions but no adequate surveys of the subjects as a whole are yet available. This is true, for instance, of the physical sciences. Dr. E. E. Slosson, after a prolonged search for suitable books to include in his course on the *Physical sciences* in the Reading with a Purpose series, concluded that there was absolutely no readable book covering the subject of physics, and that the popular books on chemistry deal almost exclusively with its application rather than its underlying laws. Economics, on the other hand, is a field in which one or two usable books are available, but its applications to such matters as wages, taxation, finance, and employee representation have not yet been presented in easy, readable form. In the field of sociology simple introductions are needed to such topics as immigration, citizenship, peace, and various political questions. There is no satisfactory and simple book on law and general legal questions, and one is much needed. Despite the continuous flood of books of travel, few are suited to the needs of the undeveloped reader. The world war has rendered many older books out of date. There is pressing need for adequate descriptions of such countries as Russia, India, and China under post-war conditions. Among other subjects which the Sub-Committee names as

lacking books in readable form are history and appreciation of art in its several divisions, business problems, child study, psychology, and histories of all countries and all periods. This list could be extended indefinitely but it would merely reinforce the statement already made that "humanized" books are needed in practically every field of knowledge and experience.

PROBABLE USE OF HUMANIZED BOOKS

To anyone engaged in the production of books the question will naturally arise: to what extent would "humanized" books be used, if made available? Almost any subject properly treated will find its readers; the existence of older books does not appreciably affect the use of newer titles, and such books will create an interest in and of themselves. All classes of readers would undoubtedly welcome readable books, adapted to everyday life and experience, such as are suggested by Mr. Robinson in *The humanizing of knowledge*. Librarians, certainly, are on the constant lookout for simple, easily understood and adequately treated manuals in every field of knowledge. The need of such books for use in labor classes has already been mentioned. Students are continually leaving the elementary school to go to work, the larger percentage never reaching high school. Many of these would become permanent readers if their early reading ventures were not discouraged by formidable books. Then, too, there is constant demand from those engaged in work with the foreign born for simple, easily read books definitely written for adults rather than for children. From elementary classes conducted for adults who are just above the illiteracy level comes insistent repetition of the fact that readable books for those with limited education, but with adult minds and interests, have not been written. In this day of enlarging boundaries in science, and growth in technical work, broadened economic conditions and outlook, increased leisure, and greater civic responsibility, the need becomes imperative.

CONCLUSION

The project outlined in this chapter is essentially one for writers and publishers. Librarians, however, face the situation as it is. They must first devise means of making better use of existing materials. They must then offer to writers and publishers the results of library experience as to the kinds of books that need to be written. Individual librarians can make intensive study of their book stock to find

the most promising titles in the different fields of knowledge. They can study and record the manner in which individual books or parts of books meet the needs of various types of readers. One library, for instance, now maintains an alphabetical record of all the books recommended in reading courses. Information is kept about how each book met the needs of readers of different ages, aptitudes, occupations, education, and experience. There should be provision for the exchange of such information between different libraries. Frequent publication of lists of carefully selected titles with descriptive annotations of their proven or probable usefulness to specific types of readers is desirable. These lists could well include references to sections or chapters in books which would serve as substitute material until usable books are written.

It is important that librarians, writers and publishers give their best thought and efforts to this problem. As we realize more and more that the future of our civilization is based on a common democracy of very common people, we will recognize the absolute necessity of spreading among the mass of the people the general ideas upon which progress depends.

CHAPTER VIII

The Library and Rural Adult Education

IN ANY comprehensive plan for adult education it is essential that consideration be given to the needs of rural people. From the library point of view this is particularly important. Compared with people living in the city, dwellers in the open country have limited recreational and educational advantages. Books, supplied in quality and numbers sufficient to meet the needs, are more indispensable for country people than for students in more populous centers.

An understanding of rural life and its backgrounds, and of the influences which will enlarge the outlook of the rural population, must be fundamental to any consideration of the rural aspect of adult education. Since the scope of this study is limited we shall merely suggest features of the subject which should be surveyed in detail in any community where library work for adults is to be undertaken.

The Rural People

Numbers and distribution. According to the latest census, the rural folk of the United States number fifty-one millions, or approximately fifty per cent of the total population. Of this number, seventeen per cent are in incorporated places of less than 2,500 population. About sixty per cent of the population of Canada is classified as rural.

The term "rural population" is almost a misnomer in the smaller, thickly-populated states, while in Mississippi, North and South Dakota, Arkansas, North and South Carolina, New Mexico, and Nevada more than eighty per cent of the population is strictly rural. In Nevada there is an average of less than one person to the square mile, while New Jersey, Massachusetts, and Rhode Island show a density of more than 400 to the square mile. The last census survey showed a marked drift of country folk to the cities, the rural population in eighteen states having decreased between 1910 and 1920.

General characteristics. In his *Introduction to rural sociology*, P. G. Vogt[1] makes a statement which is worth bearing in mind while generalizing about the rural population. He says:

[1]Vogt, P. G. Introduction to rural sociology. Appleton, 1917, p. 184.

It is difficult to generalize in regard to the rural social mind of an entire nation such as the United States. In such a vast expanse of territory are to be found many different types of agriculture, each of which has its effect upon the mental content and reactions of the people. There are many different degrees of isolation, of education, of facilities of communication, of wealth accumulation, of relation to property and to one another, all of which have their influence upon the common ideals of the group. There are to be found, often in close proximity to one another, different stages of historical development, each of which retains, to a large degree, the characteristics of the period when that given type of rural organization was prevalent. In many rural communities, particularly west of the Allegheny Mountains, the composite elements which make up the total population, all go to make up a complexity of social reaction that is almost impossible to analyze.

Census and other statistics do reveal, however, certain general facts that are of interest. A large majority of the rural population is of native American stock, only about 10,000,000 being foreign born, or of foreign or mixed parentage. Despite the fact that so much of our city and national leadership has come from the country, a very high percentage of the rural adult population has received only such education as could be obtained in district schools of one and two rooms. Even today forty per cent of the 12,000,000 children in strictly rural schools are in one-teacher schools.[1]

Contrasted with the 4.4 per cent illiteracy in urban districts, almost 8 per cent of the rural population ten years of age and older is illiterate.[2] On the other hand the 1920 census revealed the fact that school attendance of persons between eighteen and twenty years of age (presumably college years) showed a higher percentage for the rural population than for the urban.[3] This was in spite of the fact that many country students on entering college become *bona fide* residents of the college town and are so enumerated in the census.

New elements in rural life. With the development of consolidated schools and agricultural extension education a change is rapidly coming about in the country. In the more thickly settled parts many other factors are broadening the farmer's outlook and decreasing his mental and physical isolation. Better roads with improved transportation, rural free delivery, telephones and automobiles make the farmer a nearer neighbor of the town. The village moving-picture house and the phonograph bring a hitherto unknown world to his

[1] *School and Society*, 22:744, December 12, 1925.

[2] National Education Association. *Research Bulletin*, 1, p. 37, January, 1923.

[3] U. S. Bureau of the Census. School attendance in the United States, 1920.

door. The most important recent factor is the radio with its practical information and its possibilities for intellectual stimulus. According to a recent statement from the United States Department of Agriculture, based on a survey made in 1925, farm-owned radio sets increased from 145,000 in 1923 to nearly 1,000,000 in 1926. In some states 25 to 40 per cent of the farms own receiving sets.[1] Twenty-four agricultural colleges broadcast weather, crop and market reports, and practical talks for farm and home. The National Farm Radio Council has been organized to provide a systematic series of radio talks on agricultural subjects, and the United States Department of Agriculture is planning a National Farm Radio School.

EDUCATIONAL OPPORTUNITIES FOR RURAL ADULTS

There are effective adult educational influences at work in the rural districts. Because of their more limited number, their individual influence is perhaps more intensive and more productive of results than related movements in the city.

Agricultural extension and vocational education. Most conspicuous of all these educational influences are the agricultural extension activities. Supported by successive federal enactments and annual federal appropriations and receiving constant impetus from directors and scientists in the United States Department of Agriculture, agricultural education has made phenomenal growth in recent years. Its success is no doubt due to the fact that the program of work is largely chosen by the people themselves and that it is carried out through real cooperation between the local community, the county, the state, and the federal government.

That agricultural extension is nation-wide is indicated by the fact that in 1925 county agricultural agents were employed in 2,340[2] counties, or more than two-thirds of the counties in the United States, while there were home demonstration agents in 964[3] counties. These county and home demonstration agents, who represent the Department of Agriculture, the state agricultural college, and the county; the state agricultural specialists; and the leaders of farmers' institutes and boys' and girls' clubs, are the active directors of extension work. The county agent points the way to better and more profitable farm-

[1] U. S. Department of Agriculture. Use of radio by farmers. Survey of 1925 with comparisons 1923–1924. September, 1925.

[2] *Farm Journal* year book, 1925, p. 116.

[3] *United States Daily*, March 9, 1926.

ing and more satisfying country life; through public meetings, practical demonstrations on the farm, and by aid in project planning, he teaches how these objectives may be obtained. While he works closely with the Farm Bureau, his activities are not limited to any one organization. The home demonstration agent, whose work is coordinate with that of the county agent, gives instruction in home management, nutrition, and clothing. The foundations of the instruction are laid in home or community demonstrations out of which grow special projects, such as short courses, contests, and exhibits. The state club leaders and demonstration agents advise county workers and organize work in those counties that are without agents, while state specialists in such subjects as clothing and health give instruction to township project leaders who repeat the lessons to their group members.

An indication of the degree to which this instruction is applied by farmers may be seen in a study of 3,954[1] farms in four states, which showed that seventy-four per cent of the farms had adopted practices taught by extension forces. It is not too much to say that these combined forces are bringing very close to farmers the best results of research bureaus and college instruction.

Of a somewhat similar, though less direct, influence are the institutes and fairs which play so important a part in rural life. These farmers' institutes, which are conducted in all states, either by the land grant colleges, the state departments of agriculture or separate institute boards, are among the oldest forms of agricultural extension. Illinois conducted 241 institutes in 1925 with an attendance of 171,139, and Ohio held 515 in 1921 with an attendance of 439,880.[2] The carefully planned exhibits of school, county, community, and state fairs have an unquestioned educational value for both adults and children. Mention might well be made also of Farmers' Week, an annual event at many agricultural colleges, which provides special exhibits, demonstrations, and addresses, and attracts large numbers of the farmers and their wives.

Under the leadership of these same extension workers and institutions, and supported by farm and business organizations, are the boys' and girls' clubs which, in 1922, had a membership of 600,957.[3] These are of considerable significance because of their undoubted appeal to

[1] *United States Daily*, March 9, 1926.

[2] Agricultural extension service at the Ohio State University, 1921, p. 9.

[3] U. S. Department of Agriculture. Department circular 312, p. 48.

the country youth and their influence in developing future community leaders as well as better farmers.

A later development, not directly related to extension work, is vocational instruction in agriculture and home economics in rural high schools under the Smith-Hughes act, and supported equally by federal, state, and local taxes. Evening and part-time instruction, however, is new, although it has demonstrated that it has an appeal to young farmers who have not completed their secondary instruction. In 1925 there were 672 evening and part-time courses offered with a total enrollment of 14,417 and 2,125 respectively.[1] In Iowa and Minnesota winter short courses or similar extension schools constitute a recent development, enrolling in 1922, 5,942 students in 188 schools.[2]

There is an observable tendency in agricultural extension in the United States to broaden the field of work to include educational and social problems, and to emphasize extension education rather than individual projects. In many states the agents emphasize the importance of both vocational and cultural reading and assist materially in library extension. Recently seven states have added community organization specialists to their extension staffs.

In Canada the provincial departments of agriculture carry on extension work very similar to that of the United States Department of Agriculture. They have large staffs of county or district agricultural representatives whose work corresponds to that of the county agents in the United States. They organize boys' and girls' clubs, movable short courses, fairs, and women's institutes, cooperate with all farm organizations for better economic community conditions, and print and distribute literature on all phases of agricultural and household science. Between forty and fifty experiment stations are operated either by the Dominion government or by the provinces. All provincial departments of education are concerned with the teaching of agriculture in the schools. The six provincial agricultural colleges located at Ste. Anne de Bellevue, Guelph, Winnipeg, Saskatoon, Edmonton, and Vancouver, do considerable agricultural extension work. They offer general and special short courses, and movable or itinerant short courses, in agriculture and home economics.

Agricultural extension, now being developed in all the states and more than two-thirds of the counties of the United States, and likewise exerting a strong influence in all the Canadian provinces, is

[1]Federal Board for Vocational Education. Annual report, 1925, p. 141, 144.

[2]U. S. Bureau of Education. Biennial survey, 1920–1922, v. 1, p. 295.

undoubtedly the most widely prevalent educational influence at work among the rural people. Practically all other influences are sectional or variable in their activities, and they do not generally reach the younger members of the community with such concerted programs and efforts. Agricultural extension exerts its chief influence, to be sure, in the vocational field, though in many localities it has already extended its program to include educational activities of much broader scope. No other agency for rural adult education can wisely neglect close relations and cooperation with this important movement in rural life.

Continuation education. Apart from agricultural extension, provisions for part-time and continuation schools for the rural population must be regarded as exceedingly limited in comparison with those offered for city folk. These types of important development in current education are rarely found in the United States in cities of less than 25,000 population, although three states provide for them under certain conditions in towns of 5,000 or more.

Correspondence courses conducted for profit, and similar courses and extension classes conducted by state universities, no doubt reach a part of the rural population, but those responsible for such instruction have regarded the keeping of separate statistics as impracticable or not desirable. Considering that sixty-two per cent of those who enroll in the correspondence courses of university extension are teachers, it is reasonable to assume that many, if not the majority of these, are recruited from rural schools.

Chautauquas and lyceums. Chautauquas in the summer and lyceum or lecture courses in the winter draw largely upon farms, villages, and small towns for their attendance. Chautauquas, with their estimated annual attendance of ten million, are spread throughout the United States and Canada. They are most popular in the Middle West "where the chautauqua is expected every year by the farming communities." The most successful ones are held in smaller places and often show a weekly attendance of 5,000 to 7,000. The lyceum course is even more universal than the chautauqua, since it requires less equipment and can be given in such places as the consolidated school building. In Ohio 448 communities of less than 2,500 population had such courses in 1922. The stronghold of the lyceum is in rural centers and in small towns and cities of less than 25,000 population.

Rural agencies with educational influence. In addition to these activities which regard education as their chief function, there are numerous agencies in rural districts which combine an educational program with their primary economic, religious, or social functions. In progressive rural districts the church frequently carries on community activities which have direct or indirect educational results. That rare institution, the live rural church, acts as a social as well as a religious force. It organizes study classes, young people's societies, the ladies' aid and similiar groups which are often the nucleus of active social life and community spirit. In the absence of other agencies it serves as a community center and in a few instances even provides space for farm meetings, lyceum and chautauqua lecture courses, club-rooms and public library.

Formal organizations, such as the local branches of the National Grange, the American Farm Bureau Federation, and the Coöperative League of America, are in many localities engaged in promotion of definite educational programs. The National Grange now has 8,000 subordinate granges with a membership of 800,000. Their educational work is in charge of lecturers who arrange programs for regular meetings. The local grange acts as a sort of forum on matters of public concern and is an effective agent in the creation of public opinion. The American Farm Bureau Federation includes forty-six state federations, with 1,800 county farm bureaus and 12,000 community and township bureaus, and a total membership of 750,000. The organization exists to promote, protect and represent the business, economic, social and educational interests of the farmers and to develop agriculture. The Coöperative League aims to federate the numerous consumers' cooperative societies into a union for education, standardization and mutual protection.

Prominent in the rural life of Canada are the Women's Institutes and United Farmers, to which further reference is made in Chapter XI.

The number of national organizations which give attention to rural problems in their programs is surprisingly large and many of them carry on local activities of an educational nature. Among these may be mentioned the General Federation of Women's Clubs, the Jewish Agricultural Society, National Congress of Parents and Teachers, National Council of Jewish Women, National League of Women Voters, American Red Cross, Young Men's Christian Association, and Young Women's Christian Association.

Several of the educational foundations have specific rural interests. The Carnegie Corporation is interested in rural library service and in adult education; the Commonwealth Fund is financing demonstrations of rural visiting teacher work; the E. O. Robinson Mountain Fund has for its object the improvement of education in the Eastern Kentucky Mountains; and four foundations are particularly concerned with rural educational opportunities for negroes—the Julius Rosenwald Fund, the John F. Slater Fund, the Anna T. Jeannes Foundation, and the Phelps Stokes Fund.

From the foregoing summary of educational facilities existing in rural districts the impression may be given that rural men and women are fairly adequately supplied with opportunities for educational advancement. It must be remembered, however, that distribution of these facilities is very uneven. One state or county may be over-organized, while another may be sadly under-organized. The surveys of single rural communities often show a disturbing lack of opportunities for the inspiration and impetus which come from contact with other minds in common educational pursuits.

RURAL INTEREST IN READING

The testimony of librarians who have worked to any extent with a rural clientele is that reading tastes among country people cover as wide a range as among city folk, and that books requested are similar in quality and subject matter. There is reason to believe that, where reading interests are at all developed, books play a more important role in the life of the farmer than in that of the city person. Former Commissioner of Education Claxton said in 1914, speaking at the conference of the American Library Association:[1]

> I have been a country boy myself and have lived in the backwoods, three miles from the cross-roads store and the blacksmith shop. I know . . . the long snowy days of winter, and the long winter evenings with nowhere to go less than a dozen miles away, and the shut-in feeling. Under such circumstances a book becomes a close companion, closer than in the city, where one must hold the attention against a thousand tempting distractions.

With the advent of state agricultural experiment stations and agricultural extension departments and their published reports dealing with practical matters of immediate concern to farmers, the rural population is coming more and more to depend on printed material

[1]Claxton, P. P. Libraries for rural communities. American Library Association *Bulletin*, 14:147–52, July, 1914.

which offers practical advice and suggestions. There is a general demand for information on agricultural and home economics subjects as well as for books which offer a change from occupational concerns.

Assuming that reading interests and tastes of rural readers are as wide in scope as those of the city dweller, the immediate question concerning librarians is the extent to which these tastes are satisfied. It is pertinent to inquire into the amount of reading matter available in farm homes. Many surveys have been made in this field but most of them are now out of date and fail to show the recent influence on farm reading of agricultural extension work and of increasing attendance of rural boys and girls at colleges and universities. The later surveys emphasize quantity rather than quality of reading matter in the homes, and are of little value in forming a cross-section picture of the rural home library.

Books owned. Surveys generally show that books are much more scarce in the average country home than papers and periodicals. Many a private rural library includes little besides old textbooks, out-of-date encyclopedias or subscription sets, a scattering of poor novels and children's books, and cheap editions of a few literary classics.

Early rural home surveys showed a great dearth of books. Some homes were without even a *Bible* and many owned no other book. Most of the recent surveys point to a marked improvement, though conditions vary widely. According to a study of tenancy in North Carolina in 1922[1] in which 1,000 homes were surveyed, half the tenants had no book other than the *Bible*. On the other hand, an Iowa survey in 1924 of three consolidated school districts showed that 263 farm homes had an average of 84 volumes each.[2] A survey of home ownership of books in Hamilton County, Ohio, made by the Cincinnati Public Library in 1924, revealed the fact that the average number of books owned was higher in the county outside Cincinnati than in the city itself. In nine strictly rural townships the average number of volumes per family was 94.[3] No one of these surveys is specific as to actual type of books owned.

[1]Taylor, C. C., and Zimmerman, C. C. Economic and social conditions of North Carolina farmers. North Carolina Board of Agriculture, 1923.

[2]Von Tungeln, G. H., and Eells, H. L. Rural social survey of Hudson, Orange and Jesup consolidated school districts. Iowa Agricultural Experiment Station, Bulletin 224, 1924.

[3]Wulfekoetter, Lillie. Home libraries of 2662 families. *Publishers' Weekly*, 107: 1177–79, March 28, 1925.

There can be little doubt that ownership of books in the rural home is greatly hindered by lack of facilities for purchase. In addition to the higher cost of books, which limits the building up of libraries in all homes of moderate income, the rural reader is handicapped also by lack of opportunities to see or learn about new books. Farm journals rarely carry book reviews or even advertisements of new books. The trading center for the average rural community affords at best a so-called "book store" which is supplied with stationery, school books, magazines and reprints of popular novels. The drug store news stand may carry cheap books and plenty of second-rate magazines, and the five-and-ten-cent store, if one exists, may provide a limited selection of ten-cent editions. There are no doubt many isolated farming communities for which even such limited facilities as these are not accessible. The mail order houses are for many homes the only source of reading material. These offer for the most part only cheap reprints of standard and copyright novels, and their catalogs list but a limited number of the newer books, with meager descriptive notes.

Farm journals, newspapers and general periodicals. The total circulation of all the agricultural journals in the United States and Canada is considerably over twenty million. The cumulative effect of this farm literature with its discussion of good roads, community betterment, health, recreation and home management, is of importance. The editors are frequently leaders in the agricultural field, and their opinions and advice are highly valued by farmers.

Newspapers, in the form of the country weekly, or the weekly edition of the city daily, have a wide circulation among farm homes. There are 13,660 country weeklies published in the United States,[1] and the city daily itself, with the extension of rural free delivery, is building up a circulation in rural districts.

General periodicals are less frequently found in farm homes and children's magazines are extremely scarce. Women's periodicals and religious papers are found almost everywhere, though in varying numbers in different communities.

Rural surveys show periodicals and newspapers to be as unequally distributed as books. A well-known rural reading study confined to 1,338 farm homes in Nebraska[2] indicated that newspapers reached

[1] *Farm Journal* year book, 1925, p. 101.

[2] Rankin, J. O. Reading matter in Nebraska farm homes. Nebraska Agricultural Experiment Station, Bulletin 180, 1922.

practically every home, that farm journals were received in more than three out of four homes, and that periodicals of some sort were in every home. The North Carolina tenancy study, referred to above, showed that over sixty-five per cent of the tenants took no magazines or papers. In the Iowa survey of three consolidated school districts farm papers averaged two to a home, daily papers slightly over one, and general magazines one. The Sears Roebuck Agricultural Foundation, early in 1926, sent out a questionnaire to farm home observers in 38 states, and received reports to the effect that sixty-eight per cent of these homes subscribed for a farm journal, sixty-seven per cent for a weekly newspaper, fifty-five per cent for a woman's magazine, and fifty-four per cent for a daily newspaper.

Bulletins and pamphlets. In addition to the types of literature mentioned above, there are also the thousands of agricultural bulletins or pamphlets, distributed among rural homes by the United States Department of Agriculture, state agricultural experiment stations and extension departments, and commercial concerns such as the International Harvester Company. The federal Department of Agriculture distributed over twelve million Farmers' Bulletins in the fiscal year ending June 30, 1925.

Conclusions. If the results of rural surveys may be considered fairly typical of home libraries, it is safe to say that there is sufficient reading matter in farm homes to indicate a widespread and growing interest in reading. A high percentage of the material available is apparently, however, of a strictly vocational nature and is insufficient to stimulate the intellectual interests of boys and girls growing up on the farm, or to satisfy the needs of adults who feel a desire for broadening study and self-education.

It is of particular importance, therefore, that librarians should inquire into other sources of supply of reading matter available for adults in the rural community.

LIBRARY RESOURCES NOW AVAILABLE IN RURAL DISTRICTS

Local resources. The report of the American Library Association Committee on Library Extension shows that there are 5,954 public libraries in the United States. Of these, 475 are township libraries, and 224, county libraries. These are serving 9,253,726 folk in the open country and in villages of less than 2,500 population. A much larger rural population, 42,152,291, is without local library service of any kind. This population, comprising eighty-two per cent of the rural

people of the United States, is spread through every state in the union, with the possible exception of the thickly settled New England states, where small libraries are so close together as to be within reach of most country people. In Canada 570 public libraries are serving 3,388,794 people, rural and urban, leaving 5,399,689 more without local library service.[1]

The rural school library. The school library can be looked upon only as an indirect factor in adult education. Its importance lies in the assistance it may give to the development of reading tastes and habits which will contribute toward making intelligent rural citizens of boys and girls now in school. To a limited extent it reaches the adult population, in localities where the school serves as a community center or as a deposit station in a county library system. Experience usually points to the fact, however, that adult collections in school libraries find but limited use.

School library development in the country has not kept pace with its rapid extension in the city, though the need seems even greater, owing to the lack of public library facilities. Surveys of reading[2] show that the rural child is far behind the city child in reading ability. The limited book resources supplied for him are no doubt an important factor in this retardation. Consolidated schools and rural high schools are developing libraries at an encouraging rate, but there are only 12,000 consolidated schools whereas there are still 175,000 one-room schools in the United States.[3] The small rural school, if it makes a pretense at a library, often provides only a few shelves of miscellaneous books, most of them ill-adapted to creating intellectual interests or cultivating a love of reading. Of the present status of the rural school library, Professor Mueller of the Massachusetts State Normal School says: "Add to these drawbacks (lack of interesting material to read, and poor methods of teaching reading) the scarcity of reading material in the rural school library, and you have a combination that cannot be surpassed for inefficiency in reading ability, and for developing a lack of interest in, if not positive distaste for, good reading."[4]

[1]American Library Association. Committee on Library Extension. Library extension: a study of library conditions and needs. 1926.

[2]Gray, W. S. Summary of investigations relating to reading. University of Chicago, Supplementary Educational Monograph, No. 28, 1925, p. 99–100.

[3]U. S. Bureau of Education. Biennial survey, 1920–1922, v. 2, p. 150.

[4]Mueller, A. D. Progressive trends in rural education. Century, 1926, p. 131.

The ambitious rural teacher in the United States, handicapped by a poor school library, has in many states other resources upon which she can draw. In about thirty per cent of the states the department of education or the state teachers' association fosters a pupils' reading circle agency which sells books directly to rural and other schools and gives a certificate for reading a prescribed number of books on the list. Two such agencies estimate that 50,000 books each were placed in the rural schools in one year. In thirty-four states, the traveling library system is available for rural schools and is in fairly general use. Wisconsin, however, which reported the highest number of rural school collections, served only 1,628 out of 6,780 rural schools in that state. Some rural schools depend to a certain extent on neighboring public or township libraries for book deposits and in several states the county library system greatly helps the school library.

It is obvious that the average rural school library cannot be reckoned with as a direct agency for supplying the books required in adult education. Until its resources are greatly strengthened, its direct influence, that of cultivating a taste for reading among pupils now in school, must be considered as likewise of small importance.

The small public library. The small public library, located in communities of from 5,000 to 20,000 population, renders little service to strictly rural districts. It may be open to country people by courtesy or on payment of a non-resident fee, but it makes slight impression on the rural population as a whole. The small village library which is often supported entirely from private sources, may depend to a certain extent on contributions from country people. But its hours of opening are limited and the rural people find it difficult or impossible to plan their trips to town accordingly. The average small library is so handicapped both in book stock and untrained personnel that it can give little attention to book wants of its rural readers.

There are exceptional cases where, with a skilled and resourceful librarian, the small library is a real service station for the rural community. It lends collections of books to the rural schools and establishes deposit stations in accessible farmhouses. It gathers available free material, uses to the fullest extent the resources of the state library or library commission, enlists the aid and support of local specialists to assist readers in special cases, and by working with rural organizations and leaders makes contacts and establishes

friendly relations with the country people. But this is quite the rare exception and for the most part the small town library plays little part in the life of the rural neighborhood.

The township library. In some localities the public library is so organized as to serve the township, or the consolidated school district, which approximates the township in size. It usually gives the needs of the rural people consideration in its hours of opening and its book purchases. A few such libraries even give book wagon service to their rural communities. Given sufficient financial support and a librarian alive to the possibilities of her position, the township library can give excellent rural service. But funds are often limited, township libraries are not numerous, and too frequently little more is done to serve the rural folk than to pass out books when patrons come to the library. Considered in the light of the entire problem the township library makes only a slight impression on the rural field.

The county library. The county library, outside New England with its town unit, is gaining ground as an effective agency for providing books for the rural population. With the larger unit on which to draw for financial support, and the trained librarian who is usually found in this newer type of library, the county library can build up a good book stock and work out methods of overcoming the obstacles of distance and isolation. It can put any book, anywhere in the system, at the disposal of a serious student, no matter where he may live in the county. It can also draw on state collections to supplement its own resources. The progressive county librarian seeks to establish every possible contact with rural leaders and organizations. She works with the county agent, the county superintendent, the county nurse and with local groups, such as the Farm Bureau or Grange, farm women's clubs, parent-teacher associations and agricultural societies. She organizes local clubs, exhibits farm products in the library and makes of her building an active community center.

However, in a total of 3,065 counties in continental United States there are as yet only 224 county libraries. Although this type of library organization holds the greatest hope for future rural service, it must be provided in many more states before it can give adequate book service to the vast rural adult population now without local library resources.

State and provincial resources. Rural districts which are at present inadequately served by local libraries and which have little prospect of a rapid development of county library service, must for some time

to come depend on state or provincial library extension agencies. These, however, do not exist in ten states and where established for individual book service they look generally to the supply of the special request rather than to active extension of library service to all unserved readers in the state.

Library extension agencies operate under different forms of organization, as state libraries, library commissions, and as divisions of departments of education. With respect to adult education, one of their most important functions is that of giving direct book service to all residents of the state whose needs cannot be satisfied through local facilities.

This relatively new form of library extension, the mailing of one book or several books direct to the individual, is quite distinct from inter-library loans. While it is in operation in several states, but few state agencies are strong enough in staff and book stock to advertise so that it makes any great impression on the state as a whole. The total circulation for the whole country, to small libraries as well as to individuals, was only 547,966 according to the latest statistics. A comparison of these figures with the number of rural people without library resources, 43,000,000, shows that direct mail service reaches a relatively small per cent of the rural population.

Traveling libraries represent one of the earlier methods of providing book service for communities without library facilities. They are in operation in thirty-five states and render unquestioned service to isolated communities. For the most part, however, they are made up to fit miscellaneous tastes and in such cases are poorly adapted to meet the needs of the serious adult student. Small communities and rural organizations are generally served upon demand, but the majority of rural folk are as yet unaware of the existence of such an opportunity.

"Package libraries," as furnished in thirty-nine states by state and university libraries, library commissions, and university extension divisions, are available to those living in the open country, but their circulation is comparatively limited and, as in the case of traveling libraries, their existence is unknown to the major portion of the rural population.

Summary. State and provincial library extension agencies have in many states the necessary technical machinery for serving rural communities. They are almost without exception, however, inadequately supplied with books and are too under-staffed to give satis-

factory attention to individual requests, or to advertise and extend their service. They fail notably in service to the strictly rural population. In many states, where several agencies exist, there is duplication of effort and service. Coordination of state library resources, discussed at length in the following chapter, is seriously needed.

CONCLUSIONS AND RECOMMENDATIONS

From this brief study of the situation it is apparent that there is a wide field for development of library service in rural adult education. Extensive sections of the country districts are without local library service and are handicapped by numerous inconveniences in procuring books from larger unit libraries. Many rural people do not know that books from state agencies are available and if informed would often consider the cost of mail service for consecutive, serious study prohibitive. The Commission, therefore, after consideration of the facts presented by this study, submits the following conclusions and recommendations:

That rural folk are taking advantage of the adult education opportunities which they have and would avail themselves of others if provided;

That opportunities for general adult education are very much limited. In vocational agriculture and home economics excellent provisions are being greatly extended, but facilities for wider education for older persons are for the most part lacking;

That printed material under the administration of competent librarians who are familiar with rural conditions offers especially promising possibilities for self education in rural districts;

That books in the home, the school and other extra-library sources, particularly books of inspiration and reading matter of all kinds for youthful readers, are inadequate to compensate materially for lack of other educational influences;

That only a small proportion of rural people has access to local public library service, and that the effective, adequate extension of book and professional library service has not kept pace with the growth of other important factors in rural life;

That the work of agencies exerting an educational influence in rural districts would be greatly extended if supported by proper library facilities; that there is need of cooperative planning and service on the part of these agencies and library authorities;

That county or other large unit libraries are giving, and can give, excellent service to the rural folk in their territory, but that county libraries must be many times multiplied in order to bring adequate local library service within the reach of all;

That state and provincial library agencies have a challenging opportunity in adult education, both in giving direct service to rural folk without local or county service and in supplementing the work of the small library;

That state and provincial library agencies must be strengthened in books and staff, and coordinated in order to avoid duplication and to produce efficiency in book distribution; (*See* Chapter IX.)

That adult education specialists are needed on the staffs of state and provincial library agencies and that similar service should be provided in the larger county libraries;

That for some time to come direct mail book service from state agencies will furnish the only available library resources for vast numbers of individuals in rural districts; that, therefore, a reduction in postal rates, such as is being advocated by the American Library Association Committee on Federal and State Relations, is highly desirable and urgent;

That experiments or demonstrations in intensive rural adult education in the county library and state library fields are needed to blaze the trail and work out effective and adaptable methods.

CHAPTER IX

Coordination of State or Provincial Library Resources

APPROXIMATELY half the people of the United States and Canada do not have access to a public library.[1] Moreover, few of the libraries that do exist in our towns and villages are equipped to provide the books needed by adult students. These two facts present a discouraging situation—a situation which must be changed before opportunities for further education can be offered to all American adults.

The ultimate and ideal remedy will be the general provision of local and county libraries, adequately financed, and supported by supplementary aid from central depository libraries.

The realization of this ideal, however, is far in the future. Our first public libraries were established about seventy-five years ago. It has taken three quarters of a century to develop a modest library service for half the population. It may be reasonable to assume that another seventy-five years will pass before every American has free access to books. It is hoped that the new Committee on Library Extension of the American Library Association may find methods of hastening the approach to this goal.

In the meantime, any immediate help must come from state and provincial library agencies. These agencies can render real assistance if their equipment can be enlarged and their activities extended to include a more liberal supply of books and professional help to small libraries and to isolated students. In this chapter we shall attempt to show what these agencies are doing and what they might do in aid of adult education.

The distinguished service of the Library of Congress in furthering research and investigation will not be considered here, since it

[1] American Library Association. Committee on Library Extension. Library extension: a study of public library conditions and needs, 1926. According to this report 50,469,586 people, or 44 per cent of the total population, in continental United States and Canada are without access to local public libraries. 64,029,517 people, or 56 per cent live in public library service areas. (Statistics for the United States are from the 1920 census, those for Canada from the 1921 census.)

stands apart in its own distinctive contribution to learning. Yet the influence of that library on the advancement of knowledge, its numerous service features extending to all parts of the nation, and in particular its loans to other libraries of books not ordinarily available, may well be referred to as an example of what the states and provinces might do in the way of supplementing local professional library service, and of providing the substantial type of literature in more common demand.

STATE AND PROVINCIAL AGENCIES FOR SUPPLEMENTING LOCAL LIBRARY SERVICE

In the United States

There are numerous types of libraries which are furnishing the states with varying degrees of library service. For a full conception of the problem before us it seems advisable to first summarize certain facts pertaining to the nature and extent of these libraries and their service. State libraries, state library commissions and the libraries in state universities and other state institutions all have their own definite responsibilities, but in this chapter we shall consider only their function as agencies for supplying the book needs of adult students.

STATE LIBRARIES

Every state has a state library or some collection of books that is so designated, but many state libraries contain only law books, state and government documents, sources of state history, and a few books on general subjects. In fourteen states the state library is a law library exclusively; in twelve states it includes the library extension work in its activities, and in twenty-two states it serves as a general reference library. Ten of these reference libraries lend books throughout the state, but with a few notable exceptions, they are not of great present value in adult education because of the nature and limited size of their collections.

LIBRARY COMMISSIONS AND STATE LIBRARY EXTENSION

Library extension agencies are in operation in thirty-eight states and are authorized by law in three others. Some states combine the functions common to library commissions with those of the state library; in certain others the work is conducted under the state de-

partment of education; but, whatever its administrative organization, state extension service is the primary source of book supply for those who do not have access to a local library. This book supply may take the form of direct mail service, traveling libraries, or "package libraries."

Direct mail book service to individuals. The book collections available for direct lending range from New Hampshire's 2,200 volumes to the larger part of a half-million volumes in New York, while the staffs vary from one librarian in Arkansas to the large and specialized staffs in New York and Wisconsin. According to latest annual statistics, Oregon circulated 87,248 volumes by direct mail service, and New York 80,000, but in many states the circulation is so small that it is not recorded. Only nine states report an annual circulation by direct mail in excess of 20,000 volumes.

This form of service, though better adapted to meet the needs of an isolated adult student or reader than any other outside the county library, has certain weaknesses which hinder adequate development. Postage charges, usually paid at least one way by the borrower, prove a burden where the privilege is used constantly. Since the recent advance in postal rates it costs the individual living in the second zone from the library, sixteen cents to borrow and return the average-sized book. It is frequently difficult to state a request clearly in a letter and consequent misunderstandings cause delayed or unsatisfactory service. Owing to mechanical features of preparation for mailing, the expense to the library is proportionately greater than for most forms of service.

Few states have sufficient books and personnel to develop this service so that it can really meet the need. It is one thing to lend an occasional book to fill an urgent request, but quite another to serve all of the people who have no local library. The circulation per capita in all states shows that even at its best this state service is reaching but a small proportion of those who need it.[1]

Traveling libraries. A typical traveling library collection contains from fifty to one hundred assorted books for general reading, although some collections are made up to fill special requests. About ten per cent of all traveling libraries are sent to schools. The only cost to borrowers is that of transportation. The widest variation exists in the quantity and quality of service rendered by traveling libraries,

[1]Tables showing annual circulation by direct mail and by traveling libraries will be found in Appendix C.

which are in operation in thirty-five states. For example, Texas sent out sixty-one traveling libraries in 1925 and New Jersey headed the list with 2,924. During 1925, a total of 817,833 volumes was distributed through traveling libraries in the twenty-nine states reporting separate figures. Circulation statistics for the other six states are not available. It should be noted that this figure, 817,833, does not represent circulation or number of readers, as many of these books no doubt were lent several times from the local stations in which they were deposited.

Traveling libraries reach remote and isolated places where the service they render is of unquestioned importance. One theory underlying their establishment is that they create an interest in better reading and a demand for local library service. That the use of traveling libraries could be greatly increased is shown by their small circulation among our large rural population and among the country schools that are without proper library facilities. They are regarded only as substitutes for better facilities. Possibly the present tendency is indicated in Louisiana, where in the library commission's demonstration, traveling libraries are purposely omitted and efforts are concentrated on reference service and the establishment of county libraries.

Package service. So-called "package libraries" containing pamphlets and clippings are most frequently used by debaters and club women. Practically every state has some agency, usually the library commission or the university extension division, which distributes these "package libraries." The service as maintained by universities is described in Chapter III of Part Two, which deals with university extension. Pamphlets and clippings are obviously useful in many cases, but too often they are used only because books which would better serve the purpose are not available.

LIBRARIES OF STATE OR EDUCATIONAL INSTITUTIONS

Other tax-supported state collections which might help in supplying books to adult students are those of the state universities, agricultural colleges, schools of mines, and normal schools. These libraries are maintained primarily for faculty and resident student use, yet many of them make inter-library loans and send books and "package libraries" to individuals.

Inter-library loans. The practice of libraries to lend to each other books which will advance scholarship and aid in research is one of

the most significant features of modern library development. It should be noted, however, that inter-library loans are usually restricted to the more unusual books which are occasionally needed by scholars. The following rules of a large university library are fairly typical:

> The material lent cannot include books that should be in the local library or that can be borrowed from a library (such as a state or county library) having a particular duty to the community from which the application comes, books that are inexpensive and easily procurable, books for the general reader, textbooks desired for ordinary student or study-club work or simply for self-instruction; nor can it include works of reference, books reserved for class use or referred to for collateral reading or otherwise in constant use here, volumes from sets of periodicals or publications of learned societies which it would be difficult to replace, or in general books which by reason of their rarity, size or character it is deemed inadvisable to expose to the vicissitudes of transportation. Books will not be lent for class-room use.

It will be readily seen that for the average adult student very little help can be gained through inter-library loans from the large reference libraries.

Direct mail book service. All libraries of educational institutions prefer to lend their books through other libraries, but many of them deal liberally with the individual who cannot be served through an inter-library loan. Circulation by this method of lending is small, in most cases amounting to less than 200 volumes per year. Many colleges and universities say they are not advertising their willingness to lend books because it is their experience that publicity creates a demand exceeding their facilities. The usual answer from these libraries is: We are hard pressed to meet demands of resident students."

Normal school libraries receive a large number of requests from teachers who naturally turn to their alma mater for assistance in book loans and professional advice. Though recognizing such needs and ardently desiring to meet them, these libraries find it impossible to satisfy the demands which come. Frequently the calls are for books and material needed also by faculty and resident students and the libraries are too limited in stock and funds to supply a sufficient number of duplicates.

In Canada

British Columbia and Ontario have governmental agencies organized to advise and help public libraries as well as to give book service. In 1924 British Columbia lent 1,185 volumes to individuals and 228

traveling libraries representing 20,738 volumes. Ontario lent 3,964 volumes to individuals (teachers only), and 1,200 traveling libraries containing 54,000 volumes.

In Alberta, the provincial university's extension division maintains a book collection from which it lent in 1924, 13,191 volumes by mail, and 10,000 books in 292 traveling libraries; the Manitoba Department of Education sent out 251 traveling libraries representing in all some 12,000 volumes and is inaugurating a direct mail book service. The only extension service in the Province of Quebec is that of the Traveling Library Department of McGill University, which in 1924 sent out 126 traveling libraries, and made many loans to individuals. The Open Shelf Library of the Saskatchewan Bureau of Publications lent 11,190 volumes to individuals, while the Traveling Library Branch of the same Bureau sent out 1,400 libraries containing 120,000 volumes.

WEAKNESSES IN PRESENT PROVISIONS

Certain outstanding weaknesses are apparent in the provisions made by agencies which undertake to supply books to more than a local territory. Almost without exception these libraries are inadequately supplied with books and are too under-staffed to give thorough attention to the individual members of a widespread clientele.

In most of the states and provinces the present agencies fail conspicuously in service to the rural population. Whether they could sufficiently meet the needs of rural districts, even if properly financed, is open to serious question. The county library system is believed to be the most efficient method of covering sparsely settled districts, but as yet it has been developed in only a few states.

Libraries of educational institutions have a first obligation to resident students and instructors. This militates against their lending the books most generally needed in adult education.

Inter-library loans, as they now exist, are unquestionably of importance to research workers, but they are of little use in supplying the adult student with books for general reading and study.

There are no provisions, even reasonably adequate, whereby a local library can temporarily supplement its resources with duplicate copies of books for which there is a commendable and concentrated interest, nor whereby a class or study club without local library facilities can be provided with reference works and duplicate copies of books for collateral reading.

There is a lack of planning between the agencies promoting instruction, study, and serious reading, and the libraries which are likely to be affected. Libraries also fail to co-operate in making their resources yield the maximum aid to each other and to their communities.

RECOMMENDATIONS

For many, adult education will remain an unsolved problem until library service is so extended and perfected that everyone, whether living in city or country, has ready access to books for study and serious reading. Well-stocked local libraries, operating independently or as a part of a larger system, are of course the ideal. But in the meantime the situation is not entirely hopeless. With more liberal support, state library service can be expanded in order more nearly to fill the need. State educational institutions might well give greater consideration to the needs of non-resident readers. Inter-library loans and the exchange of books have not yet reached the limit of their development.

A CENTRAL AGENCY

In each state and province there should be some one agency to coordinate the library services of the state or province and to act as a clearing house of information and book service for the adult student. Economy and efficiency suggest that wherever possible some existing state agency be expanded and developed to give this service. The function of such a central agency would be twofold: (a) informational, consulting and advisory, and (b) book service.

Informational, consulting and advisory. This service would furnish prompt and reliable information about available books and give assistance in the organization of individual and group study when such help cannot be furnished locally. Some of the outstanding features which would characterize such a service are as follows:

(1) Leadership in all cooperative library activities, such as arrangements under which the public and semi-public book collections may be drawn upon for serious reading and study throughout the state or province;

(2) The giving of specific information to individuals, groups and librarians, concerning books which the central agency can lend, and those which can be secured from other libraries;

(3) The maintenance, when possible, of a union finding list of the principal collections which may be drawn upon;

(4) The preparation and distribution of lists of subjects on which books

are available to the public through the various cooperating libraries. Such publications should give specific information concerning the conditions of loan;

(5) Cooperation with educational institutions which are planning classes, lectures, or institutes in different localities in order to inform them as to what library facilities can be mobilized to support such instruction;

(6) An advisory and consulting service for organizations which need assistance in preparing programs, selecting books, compiling reference lists, whenever possible making use in this service of other libraries and librarians;

(7) A skilled consulting and advisory service in planning home study and reading courses for individuals who cannot get this service locally, and for librarians of smaller libraries who require assistance in giving such advice to individuals;

(8) The assembling, organizing, and disseminating (in cooperation with educational authorities) of information about opportunities for adult education, giving this information directly to individuals, and to libraries as supplementary to their records of local opportunities.

Central book supply. Central state and provincial collections of books are necessary for the furtherance of adult education. Interlibrary loans can be depended upon to satisfy in the majority of cases "the unusual demand for the unusual book." The principal need, however, is for a general collection, with duplicates of many titles, such as are found in any well-stocked public library. Such a collection is warranted on the ground that it is the obligation of the state or province to provide reasonable book facilities for voluntary study among adults. It would serve such purposes as the following:

(1) Supply books for isolated readers and students in rural districts and small towns until they are properly supplied by local libraries;

(2) Supplement the resources of town and county libraries when they require special and technical books; supply them with duplicates of other books needed to carry periodic loads caused by study classes, and to meet temporary demands resulting from such incentives as the celebration of historic events, political happenings, art exhibits, musical performances, or the advertising of reading courses.

Some typical uses which might be made of such a collection are: aiding teachers in rural and village schools who must study for professional advancement but who do not have access to local libraries which contain the necessary literature; aiding other professional people and scholars in isolated districts who cannot purchase the books needed in special study and investigation; aiding study groups, many of which have a serious purpose and require reference books and supplementary reading in excess of the local supply—such groups, for

example, as workers' classes, university extension classes, cooperative association classes, music clubs, women's institutes, farm boys' and girls' clubs, moonlight schools, and working girls' classes.

Administration of a service of information and supply. To meet its responsibilities, such a service would require a staff of the highest professional qualifications. In addition to members having administrative genius, it would need others skilled in bibliography, in the general fields of knowledge, and in the organization of individual and group study.

Whether organized as a new service or as an enlargement of an existing one, the central agency would avoid duplication of work done by the various local, state, private, and school libraries, and would provide for the maximum use of existing resources. Its activities should be determined only after conference, careful study, and planning by representatives of all types of libraries, state education authorities, schools of higher learning, independent schools and colleges, adult classes, study clubs, farmers' organizations, and professional organizations. Some matters which would require adjustment and coordination are:

(1) The extent to which the state or city will supply books for regularly conducted classes and study clubs;

(2) Sources and methods of supply of reference books and collateral reading for university extension students. Can the institution sponsoring extension classes and correspondence courses join with the central library in meeting the needs of students adequately, and in the redistribution and use of books no longer required? Can systematic and reliable arrangements be made for a sharing of responsibility by local public libraries?

(3) The elimination and avoidance of unnecessary duplication in traveling and package libraries and direct mail book service conducted by different state agencies;

(4) The conditions under which the central library will accept for exchange or purchase, books bought in quantity lots by local libraries for the temporary use of study groups;

(5) The extent to which this service would be affected by other library expansion and by developments in adult education.

Precedents and illustrations. None of these services are revolutionary. Most of them are now being performed by one or more of our state libraries or library commissions. That these important functions are more or less neglected is largely due to changing conditions, unforeseen needs, and insufficient funds. The suggestions made here merely carry the present services to their logical conclusion.

William C. Lane, chairman of a special committee of the American Library Association in 1909, recommended that a Central Bureau of Information and Lending Collection be established for university libraries. This central bureau was to furnish information about books available in American libraries, bibliographic aid, etc., and to maintain a central lending library. This was planned mainly to supply facilities not offered in smaller colleges, such as books frequently listed in bibliographies and current guides to literature, expensive proceedings and sets of books and periodicals.[1]

The Oregon State Library is a general lending library for the whole state and direct mail service to those who have no local library is a special feature. The state librarian systematically circularizes individuals and major groups, offering to send books for their personal needs and traveling libraries for group use if no local library exists. Ministers, newspaper editors, presidents of women's clubs, circuit court judges, music teachers, postmasters, and high school principals are typical of the groups to whom letters are sent. Moreover, the books of any state-supported library are available for any citizen of the state. Requests for expensive technical and research material, for which there is little demand in the state library, are referred to the libraries of the state university, the state agricultural college, or the Library Association of Portland, thus avoiding unnecessary duplication and expenditure of state funds.

The New Jersey Library Commission endeavors to borrow any book of non-fiction for any individual or library in the state if it cannot supply the book itself. The Commission secures loans from other New Jersey libraries, neighboring state libraries, and other sources. With this liberal policy and with its extensive circulation and personal service, the work of the New Jersey Commission approximates the service herein suggested.

The Ohio State Library buys books for individual needs, even though they are costly, on the assumption that the exceptional use of such books justifies the purchase. This library also lends American Library Association reading courses, together with the necessary books, to small libraries and to individuals who have no local library. It assembles collections as large as one thousand volumes and lends them to communities for one year, not with the idea of entirely meeting the need, but of encouraging the establishment of local libraries.

[1]Report of the Committee on coordination among college libraries. American Library Association. *Bulletin* 3: 380–83, September, 1909; 5:75, July, 1911.

The California library system provides for a coordination of the services of state, county, and city libraries. The State Library collection serves as a reserve supply for all libraries of the state. It maintains a union catalog of the principal non-fiction books in the libraries of the state. This union catalog is based on printed or multigraphed cards from the Library of Congress, Harvard University, the University of Chicago, Leland Stanford, Jr., University, and the University of Southern California. It shows practically all the non-fiction books in the county libraries of California, and in a few of the city libraries. The work of filing is of course a tremendous task, but the librarian considers the union catalog an invaluable tool.

The Library of Hawaii (Honolulu) also maintains a union catalog.

The Minnesota and Indiana Library Commissions recently gathered and published information on inter-library loan facilities and special collections in their states.

In London there is a library known as the Central Library for Students, the chief function of which is to furnish books for university tutorial classes throughout England. Collections of from twenty to forty volumes are lent for the duration of the class and single copies of more expensive reference books are lent as needed. This library also aids small local libraries which are unable to stock duplicates temporarily required for class use, and individual students who have no other access to books. The library contains 25,000 volumes from which 40,000 loans were made in 1924. It is supported by trust funds and gifts.

At the outset this library dealt directly with the study classes and individuals, but it was soon found advisable to work through local libraries wherever possible. Now the local libraries have found this central depository so indispensable that they are demanding that it be made a part of the national library system and its facilities greatly expanded.

The British Education Act of 1918 allows government grants to adult classes which agree to meet regularly for continuous study and which conform to certain other reasonable standards. These grants are open equally to independent groups of students and to classes sponsored by sectarian bodies. Grants are determined by the quality of the work done, not by the institution which sponsors it.

As an experiment, the Carnegie United Kingdom Trust is supplying Workers' Educational Association classes with books selected by

tutors on the basis of one copy per five students of any two textbooks costing upwards of four shillings, and single copies of twelve other books for reference purposes. Sixty-seven classes were so supplied in two districts in 1924.[1]

CONCLUSION

There is a need of central reserve and supplementary collections to aid study and investigation which will continue even after local library facilities are developed to reasonable limits.

The United States and Canada cover such vast areas that no one central library could serve the needs of its widely scattered adult students; neither could national or dominion commissions outline in detail the exact organization which would best serve the different states and provinces.

The problem is one which must be solved independently by each state and province, on the basis of its present facilities, peculiar needs, and financial resources. In most states and provinces no legislation and no new agencies are necessary; the need can be met by an expansion and coordination of existing agencies and the focusing of their combined services on the supply of books to adult students. In every case one state or provincial agency should serve as a central clearing house for books and information.

This expansion and cooperation of state and provincial agencies will not by any means complete the library structure which is required. In reality, we are building the super-structure first; underneath it we must labor to build a strong foundation of local, county, and school libraries which can eventually carry the bulk of the load, leaving the state agencies free to give supplementary and coordinating service.

Some such service as is outlined here, however, seems to the Commission the only means of substantially strengthening the small library for adult education work. With such a central book source, competently administered by a trained and adequate personnel, the librarian in the small community, who has hitherto struggled under discouraging handicaps, will be able to exert a much greater influence in adult education among the thousands who depend upon town and village libraries.

[1] *Library Association Record*, 3 (new series): 74, March, 1925.

CHAPTER X

Application to Different Types of Libraries

IN PLANNING this report it was necessary to decide whether the subject matter should be presented by topics or by different types of libraries. The former method was chosen. It seems advisable, however, at this point, to summarize ways in which these various plans and suggestions may be applied in different kinds of libraries. This can be done very briefly since the applications will be apparent to most librarians. Each library should begin in a small way, taking up first the most obvious or most needed service and letting the work grow and develop by an evolutionary process that will avoid mistakes and result in a service that fits the local situation.

The large or medium-sized public library has a golden opportunity. It can gradually adopt and improve many of the suggestions given in this report. It can take an active part in promoting the organization of a local council of adult education agencies. It can, either independently or through this local council, conduct an information service regarding local educational opportunities, as described in Chapter IV, keeping the card record up to date and perhaps printing an annual directory or bulletin. It can extend library cooperation and service to the agencies represented in the local council as described in Chapter V. It can organize an adult education service for individual readers as described in Chapter III. The personality and equipment of the person who heads this work is of vital importance. In preparing reading courses and in consultations with readers, both individually and by groups, she will need the assistance of a "faculty" that can be drawn from specialists on the library staff, from teachers in local schools and colleges, from organizations represented in the local adult education council, and from leaders in local business and professional life.

The small public library in a town of from 5,000 to 20,000 population must be content to do these things on a smaller scale. It can, however, organize a local council; it can conduct an information service regarding local educational opportunities; and it can offer library service to other educational organizations.

It cannot perhaps organize a separate department for adult

education with an expert at its head, but it can, possibly, add clerical help that will relieve the librarian of routine duties so that she may give more of her own time to adult students. The librarian of the small library can also organize her local "faculty" and she should be able to call on the county library, the state library, the state library commission, and the state university for both books and advice. In some ways the librarian of the small library has a distinct advantage. The library and the community are small and she has the opportunity to know more intimately both her books and her readers.

The village library likewise will find most of the proposals and suggestions of this report adaptable to the local situation. In this type of library, perhaps more than in any other, much depends upon the initiative, ingenuity, and ability of the librarian. There is every reason to believe that in proportion to population the demand for good books and continuing education is just as great in small communities as in larger places. The problem is one of bringing a high quality of service to a small number of people under handicaps of limited resources. The village librarian who undertakes to apply the suggestions made in preceding pages will find need for outside aid. This is one of the principal considerations the Commission has in mind in advocating the strengthening, extension, and coordination of those library resources which might make books and the services of specially qualified personnel available upon call everywhere in the states and provinces.

The county library can render most of the services described above. It can support the service rendered by the small public libraries throughout the county, and it has an exceptional opportunity to come into close contact with those who live in rural districts.

The state or provincial library and the library commission can advance library service in adult education in various ways. They can assist in coordinating the library services of the state or province as described in Chapter IX. They can offer books and advice to individual students not reached by local library service. They can support the work of local libraries through book loans and professional advice. They can collect and disseminate information regarding the educational opportunities of the state or province.

The university library can participate in plans to coordinate library services as described in Chapter IX; it can in some states lend books to university extension students; and it has an opportunity to develop reading interests among its own students and alumni.

Libraries in schools and colleges can do much to aid adult education by developing reading interests among students as suggested in Chapter VI of Part One, and Chapter I of Part Two.

Although *special libraries* are usually organized to meet the specific needs of the organization with which they are connected, many of them do and others can do much to further adult education. Some of those whose service extends to all the employees of the organizations are already promoting cultural reading by compiling reading courses and providing the necessary books. This service can be extended by cooperation with the local public library to the mutual advantage of both libraries. A more detailed statement of suggestions and of illustrations of such service may be found in Chapter VIII of Part Two.

CHAPTER XI

Application to Canadian Libraries

THE work in the interest of the Library and Adult Education has been an international undertaking, the United States and Canada having been represented on the Commission. The studies and investigations have included adult education conditions in other countries, notably Great Britain and Denmark. It would have been a matter of satisfaction if representatives of those and other countries could have been added to the Commission, but difficulties due to distance forbade. There are obvious advantages in co-operative work of this kind on the part of the United States and Canada, but the benefits directly gained through the studies are not all, for there is the strengthening of international good will between the two English-speaking nations of North America which have lived in friendly relationship for more than a century.

The Commission has learned much about adult education from Canada's mother country by reason of Great Britain's advanced position and years of experience in after-school education. This has been largely through the elaborate reports of the investigations made by the Adult Education Committee of the Ministry of Reconstruction on behalf of the British government. Numerous quotations from these documents appear in this report.

Our Canadian representative presented a statement on the problem in Canada at one of the regular meetings of the Commission. The sidelights thrown on the Canadian situation, the several considerations that must be reckoned with in the application of an adult education program, and the probable attitude of Canadian leaders toward an inquiry promoted largely by Americans were of such interest and were considered of such importance that our Canadian member was requested to prepare a special chapter for this report that would add to its practical value to Canadians interested in adult education, and, at the same time, furnish American readers with a slight idea of the Canadian point of view. The chapter as presented follows.

CANADIAN CONSIDERATIONS

By W. O. Carson, Inspector of Public Libraries, Ontario

As Canadian representative on the Commission, I wish to thank the Executive Board of the American Library Association and the Carnegie Corporation of New York for making possible Canada's participation in this study. I have been asked to make a few remarks concerning the Canadian outlook and on adult education agencies in Canada, including public libraries, especially in so far as any of them may differ from institutions in the United States and Great Britain, and to present some kind of program that could be applied to Canadian conditions.

The studies of the Commission will prove of inestimable value in Canada. The inquiry offered opportunities for unlimited cooperation, but in the formulation and application of programs, there cannot be the same measure of agreement by reason of national differences. The amity of the United States and Canada was never stronger than it is today. Not in all history is there a finer example of the relationship that ought to exist between two neighboring nations. Americans and Canadians hold innumerable conferences and enter into countless cooperative undertakings every year.

In commercial relations each country can take care of its own interests. In social and religious association, neither country need be solicitous in regard to national considerations. In higher education there is not so much a generous rivalry as a complete cooperation for all the good ends of civilization; but in elementary, secondary, and popular education there are rather sharply defined national differences. In the dissemination of ideas through the circulation of books and other printed matter, the sparsely settled Dominion must needs pay close attention to the character and sources of the said ideas.

Canadians have their own national outlook, their own national ideals, and their own national traditions. They value their British connection and hold in common with the other nations composing the British Empire ideals and traditions that are distinctly British.

Canada with its large territory and its population of less than ten millions is living close to the United States with a population that outnumbers that of the Dominion by twelve to one. While friendly relations exist and exchange of ideas is desirable, Canada must not only promote Canadian and British ideals, but she must limit American influences to those that are desirable from the Canadian

point of view. Among the problems facing the librarian the following will serve as an example: Canada publishes a comparatively small range of books, and the small market limits the classes of books published to works that are in great demand, leaving a wide field to be supplied by British and American houses. There is a flood of American books, magazines and newspapers regularly entering Canada, a certain amount of which is undesirable from the Canadian point of view. This places the Canadian librarian in a position where he must safeguard his institution against influences which he deems contrary to the best interests of Canadian national life. It naturally follows that Canadians interested in promoting adult education will be solicitous in regard to national considerations in any inquiries, recommendations, or reading courses, etc., that are made through a cooperative work such as that of the Commission on the Library and Adult Education.

The American members of the Commission have been generous in their consideration of national differences, and in recognizing that public services to be made effective in Canada must be introduced and developed to conform with Dominion, provincial, and local methods that are part of the genius of the Canadian people. The Commission in session has frequently expressed the desire that each country should take everything from the report that is for its own good, and that all parts of both countries should adapt to their own needs any of the suggestions that may be considered worthy and practicable. Although Canada's work in adult education service by libraries must be planned and performed by Canadians, it is recognized that each country may gain by the experiences of the other and that there will be opportunity for some measure of cooperation throughout the years.

The statements which follow will include references to adult education agencies in Canada with brief comment on a few of their distinguishing characteristics, a concise description of the library field, and several suggestions for governmental and institutional programs.

EDUCATIONAL AGENCIES

The high standing of elementary, secondary, and higher education in the provinces of Canada is well known and needs no special comment here. The principal phases of adult education including university extension, workers' education, summer schools, evening and other part-time schools, service to the blind, art galleries, museums,

Y.M.C.A., Y.W.C.A., etc., are represented in Canada. Information about their work is interwoven in this report with that of the same types of agencies in other countries. It is safe to say that Canadian librarians will find the study of their adult education agencies and the arranging for cooperation with them comparatively easy, as Canada has not the multiplicity of agencies engaged in forms of adult education that are found in Great Britain and the United States. This is chiefly due to the Canadian custom of developing an organization to reach as nearly as possible all parts of the country; in some cases with a provincial center only, and in others with both provincial and Dominion affiliation. Not only is this feature of organization found in provincial and local school systems, but it is also expressed in semi-public and voluntary organizations.

Apart from the larger institutions that are represented in the United States and Great Britain as well as in Canada, there are several Canadian adult education agencies that do not seem to be represented elsewhere to the same extent or in the same way. The best known among them are: Women's Institutes, the Imperial Order of the Daughters of the Empire, Canadian Clubs, the United Farmers, the Religious Education Council of Canada, the Frontier College, and the school-and-library car.

Women's Institutes have a Dominion-wide influence. In addition to the local institutes, each province has its provincial organization, and the provinces are united in the Federated Women's Institutes. Ontario will serve as an example: There are 1005 local institutes in the province, all registered with the Institutes Branch of the Ontario Department of Agriculture. Through the Institutes Branch the government assists and encourages local institutes and also the provincial organization. Local meetings are chiefly educational in character, cultural subjects being given a prominent place on all programs. Speakers are frequently sent to local centers at the expense of the government. A series of 350 two-weeks' courses was provided in as many centers throughout the province in the year 1925, the work being arranged and financed by the Department of Agriculture. The subjects taught included: Home nursing and first aid, food-values and cookery, sewing and millinery, etc. Loans of books were made for a number of these classes by the Public Libraries Branch of the Department of Education. The Women's Institutes have been the best ally of the Department of Education in developing interest in rural libraries and in the circulation of traveling libraries.

Another rural organization, the United Farmers, has become influential with its three branches; United Farmers, the United Farm Women, and the United Farm Young People. Education is an important phase of the work of this movement. One of the principles of this organization is to take no government aid, as the United Farmers are actively interested in politics. In fact they have held the reins of power in the legislatures of three Canadian provinces, and they form a large and influential group in the Dominion Parliament.

The Imperial Order of the Daughters of the Empire exerts a strong educational influence throughout the whole country. Subjects pertaining to Canada and the Empire are the chief interest of this organization. Several chapters of the I.O.D.E. are to be found in every city; practically every town has at least one chapter, and the organization is represented in countless smaller communities. The circulation and the gift of books have been features of the work of this order whose principal allies have been schools and public libraries.

The Canadian Clubs and Women's Canadian Clubs are to be found everywhere in Canada. Their work consists chiefly of luncheon talks and more formal lectures. Speakers from the United States, Great Britain and other countries frequently take part in the programs.

The Religious Education Council of Canada is an elaborately and efficiently organized educational agency. It is a delegated organization, representing the principal Protestant churches, the Y.M.C.A., the Y.W.C.A., and the Student Christian Movement. The whole of Canada is represented by the Dominion Council which has its national boards and committees. The three Maritime provinces have a single council and each of the other six provinces has a provincial council. The provincial councils also have boards and committees that correspond with those of the Dominion. The four principal boards deal with children's, boys', girls', and young people's work respectively; and the committees have oversight of adult and home work, leadership training, vacation schools, and week-day religious instruction.

The Frontier College is performing a wonderful service to lumbermen, railway construction gangs and other bunk-house and camp men, and to laborers on the frontier. The instruction is given largely by senior university students and young graduates who live and work with the men whom they instruct. The interesting story of this great adult education work is told in *The university in overalls*, by Alfred Fitzpatrick, of Toronto, principal of the Frontier College.

Two school-and-library railway cars have just been equipped by the Ontario government at this time of writing. They are to serve groups of people along railroad lines in the far north at places where permanent schools are an impossibility for some time to come. Each car contains a kitchen and a bedroom for the male teacher, a fully equipped classroom and a public library collection of books. It will serve at about seven stopping places on a railroad division once in every five weeks. Between visits pupils will be kept busy at assigned home work. The teacher, the classroom and the library will be available for adult education service in the evenings.

THE LIBRARY SITUATION

The history of Canadian public libraries shows that, in the early days, adult education was the main object of the local workers and the government authorities. The first libraries were Mechanics' Institutes. Evening classes were an important feature of their work, instruction being given in the mechanical arts, mathematics, and sciences as a contribution to vocational training. The members of the early institutes were supposed to get their cultural instruction from the books in the library. The teaching feature has been revived by the technical schools, and the subscription library service has given place to the public library.

Canadian librarians and library trustees will accept the vision of their early predecessors and enlarge and elaborate the idea of adult education in their future programs. Canadian people believe in public libraries as a means of promoting popular education and good citizenship. Several of our libraries have gained a reputation outside the Dominion. Speaking generally the principal libraries of Canada compare favorably with those in municipalities of like size in the United States and Great Britain.

There are 608 public libraries in Canada, including 38 branches. Their distribution is rather uneven. Of the total, 500 are in Ontario, leaving but 108 for the other eight provinces.

The three western provinces, British Columbia, Alberta, and Saskatchewan, have only 54 public libraries among them, but it should be noted that they are new provinces with very large territories and very small population. Each of these provinces has a public library of outstanding merit in each of its cities. The city libraries number not more than ten or twelve; the remaining libraries are performing good service in small communities.

Manitoba has six public libraries, one of which is counted among the most important in Canada. Quebec is one of the older provinces and has a comparatively large population. There are only two or three free public libraries, but the province has a number of semi-public, many school, college and special libraries, which contain book collections of great value. Nova Scotia, New Brunswick, and Prince Edward Island have 23 public libraries among them. There is plenty of evidence of a fresh interest in the establishment of new libraries and the extension of older ones.

The public libraries of Ontario form a good working system. The 500 libraries are organized under the Public Libraries Act, and the provincial government maintains a Public Libraries Branch as a division of the Department of Education. Ontario has its own library school, library journal and other facilities for promoting public library interests through the Public Libraries Branch. The legislature has made generous cash grants to public libraries since the year 1835. This accounts to some extent for Ontario's large number of small libraries.

The distribution of population in the Dominion is such that the majority of the public libraries are very small. This means that Canada has a large problem in providing special service to small libraries and to isolated students. The provinces will undoubtedly need to devise means of furnishing advisory and book service to small libraries as an important part of their plans for promoting adult education throughout their respective territories.

Each province has its provincial or legislative library, the majority of them offering service to public libraries and to isolated students. The university libraries, for the most part, welcome calls from other than their regular and special students. Undoubtedly the provincial and university libraries as a whole will give a much larger and better service in the event of an adult education movement being well organized throughout the several provinces. Perhaps it is not going too far to predict that the Parliamentary library at the Dominion capital yet may find it practicable to make occasional loans of books to public libraries for the use of persons who are engaged in serious study.

The experiments of several of the leading larger and smaller public libraries in Canada and interest already aroused should have a strong influence on the library and adult education field throughout the country.

CONSIDERATIONS FOR A CANADIAN PROGRAM

Adult education policies and programs for promoting adult education services through libraries must be suited to the accustomed method of developing educational services in any province, state, or country if the largest measure of success is to be gained. The suggestions herein presented are almost entirely in the interest of widespread development of library service. If programs for the enterprising libraries that are to be found here and there throughout the Dominion were the only concern at present, it is doubtful if this chapter would have been prepared. The Canadian people need service from more than a few prominent libraries, and the latter need more than local talent and local book resources in order to attain the best results.

The recommendations are made in the light of the three most important considerations that must be faced in planning policies to meet Canadian conditions: (1) Distribution of population; (2) Provincial and local methods of promoting public services; (3) National outlook. These suggestions are submitted especially to provincial authorities and leaders in the library movement.

1. Canadian leaders in facing the problem of providing further opportunities for the education of adults and of young people out of school should do so with the object of providing the services on an adequate and permanent basis. Studies on both sides of the Atlantic have convinced inquirers that there is a widespread and growing demand for adult education privileges. The British report refers to an adult education scheme as "a permanent national necessity." American and Canadian investigators hold a similar view in regard to their respective countries. The first steps in developing an agency should be so planned that they will lead to and contribute toward the developing of services worthy of forming an important part of a provincial educational system.

2. All persons who expect to be actively engaged even in a single phase of adult education should become acquainted with the whole field. An inquiry into the subject impresses one with the fact that there will be considerable interrelation among the various kinds of adult education agencies, that there is much to be gained by librarians knowing what other agencies are doing, and that those who are engaged in other than library activities will profit by understanding library service and also the work of other institutions outside their immediate field.

3. The library board and the librarian interested in planning an early, independent program, or with one already in operation, will find among the Commission's recommendations many valuable suggestions that are adaptable to Canadian conditions. Progressive boards and librarians forming the vanguard will undoubtedly enter into cooperation with one another. They are urged in the interest of the cause in general and for their own benefit to direct their influence toward the framing of provincial policies and promoting general cooperation. To the smaller communities central assistance is necessary; to the larger centers it is a source of extra strength. The individual library working alone can succeed only within decidedly marked limits; country-wide development should be the aim of all who take part in promoting this work.

4. The Minister of Education in each of the provinces of Canada should seriously consider forming a policy that will provide conditions whereby local and provincial library service may be developed in the interest of adult students. A comprehensive provincial scheme is essential to any large measure of success in this important phase of educational work. It has already been stated that Canadian educational forces that reach the people in a large and effective way are characterized by highly centralized organization combined with a large measure of local autonomy. Regardless of whether a movement may begin here or there through local initiative, or at a provincial capital, the province is faced with the problem of devising means for providing the best service for its people.

A satisfactory provincial program would include the following:

(a.) A study of the adult education agencies already at work in the province. This would prove of value in framing a library program or a more comprehensive adult education scheme.

(b.) Provision for a library law that will enable public libraries to offer adequate service to their people. Essential features of a satisfactory law are: (1) The guarantee of a reasonable library income from taxation; the limits to be specified, with power granted municipal councils under justifiable circumstances to increase the stated rate; (2) Management by an appointed board, the powers and methods of appointment to be such that the board would not be subservient to any other municipal body; (3) Advisory and financial assistance from the province; (4) Operation of the law under the supervision of the Minister of Education, thus making public libraries part of the educational system.

(c.) A means by which libraries especially in small centers may obtain expert advice for the purpose of serving adult students. Central service of this kind has the advantage of efficiency and economy. The smallest library may then offer advisory service equal to the best. Economy is effected through such service by making the work of a central bureau of benefit to many libraries. In serving as a sort of clearing house, the central agency can eliminate duplication of effort. A piece of work by one library or one specialist can be made available for all who want it. Some provinces will prefer to offer advisory and informational service from the education department, and others from the provincial university or from a well conducted public library.

(d.) Provision for central book service. The tremendous extent of territory with scattered population in every province, the large stretches of country with no library service, and the few hundreds of tiny public libraries in villages and rural districts mean that each province in Canada has great need for a central bureau for advice and information for readers. But there is even greater need for central book service for small libraries and isolated students. Central book service is not only essential for small libraries, but to meet the needs of special cases in larger libraries. Half of our provinces give a certain measure of service of this kind at present, and half of them do not. Ministers of education will find it necessary to provide central book service for any worthy scheme of adult education.

(e.) Encouragement for the extension of local library service. More public libraries are needed throughout the Dominion. All persons interested in public welfare would like to see every man, woman, and child in Canada within reach of a fair-sized permanent collection of books. The "traveling library," which attempts to reach districts with no public libraries of their own, is scarcely worthy of thought as a substitute for a local library. Ways and means for encouraging the establishment of new libraries should engage the attention of provincial authorities. There is no doubt that a well organized adult education scheme will stimulate an interest on the part of people for larger and better library facilities.

(f.) Encouragement for the maintenance of high standards of librarianship. Effective library organization and services depend upon the ability, training, and experience of the librarian and the library assistant. First-class results can be attained only through the employment of librarians with first-class qualifications. The

rural or village library, with its meager resources and part-time librarian, may be obliged to act as proxy for a central library in advising and assisting adult students. The provincial or other central library, and the city, town, and county library will find that there is no satisfactory substitute for a qualified librarian or assistant. There is too great risk in attempting to introduce an important service of this kind by appointing or continuing in office persons without adequate training in modern librarianship.

(g.) Publicity service. Provincial authorities will find it advisable to offer a fair amount of publicity service that can be used by and in the interest of libraries wishing to offer special service to adult students. Bulletins, pamphlets, and folders issued by a provincial department of education would not only serve the ordinary purposes of publicity, but would add considerable prestige to libraries making use of them, partly by reason of their source, and partly on account of the suggestion that the libraries are in a position to obtain further advice from a provincial center.

CHAPTER XII

Principal Findings and Recommendations

IF THE Commission on the Library and Adult Education were to attempt to summarize its findings in one sentence that sentence might read as follows: "Libraries have very definite responsibilities and very clearly defined functions to fulfill in the present movement for adult education."

Among national and community leaders there is a growing conviction that in order to insure the success of democratic institutions, in order to overcome the deadening effects of modern industrial methods, and in order to give men and women an opportunity for fuller and better living, larger and more adequate provisions for adult education must be made. Approaching the subject from another angle, there is abundant evidence of a growing demand upon those organizations already engaged in adult education. Observing it from the librarian's point of view, one of the greatest needs is an adequate book service to the students connected with these organizations.

Since books are perhaps the most fundamental tools in education, and since librarians are custodians of books and organizers of book service, it is their duty to meet this last-named need.

Libraries have, furthermore, an inherent duty in their own right to provide books and advisory service for those individuals who wish to enlarge their horizons, but prefer to accomplish this result through private study.

For libraries these are the two fundamentals of adult education, a direct and an indirect service.

The Commission finds nine definite needs that require serious consideration if libraries are to meet their responsibilities:

1. A direct service of advice and assistance to individual readers and students.

2. An information service regarding local opportunities for adult education.

3. Organized and more adequate library service to other organizations engaged in adult education. This involves a more intimate knowledge of these agencies and cooperation to provide for their members the library service necessary for profitable study.

4. Especially well-educated and trained advisers to work with individual students.

5. A larger number, a greater variety, and a grading of reading courses.

6. The publication of more books that are clearly and simply written and suitable for use in adult education.

7. Still closer cooperation of children's librarians, teachers and school librarians, in order that boys and girls leaving school may take with them a love of books and a permanent interest in reading and study.

8. A coordination of the library services in each state and province in order that the individual student anywhere may have easy access to the books he needs. This should include the provision or development of central collections of books for the use of adult students.

9. Larger funds for libraries in order that they may meet the educational needs of serious readers and students.

The Commission makes six recommendations:

1. That trustees and librarians study this report and adopt such parts of the proposed program as are suited to the needs of their communities, experimenting with the service and building it up as experience dictates and funds permit;

2. That means be found of presenting effectively to library boards, and to councils and other appropriating bodies, the urgent necessity for providing funds for adult education service;

3. That publishers be requested to consider the assistance they can render in adult education, and particularly that they be asked to combine their experience with that of librarians, teachers, and leaders in adult education, in order to determine the kinds of books needed by adult students. Further efforts should be made to determine the subjects on which books are needed and the style, method, language, length, and form best suited to the average reader;

4. That teachers, school librarians, and children's librarians be reminded of the important part they play in preparation for adult education. They are laying the foundations by cultivating good reading habits and tastes in the younger generation. No permanent superstructure can be built and maintained unless these foundations are broad and firm. When all children leave school with a love of books and the library habit we shall have a rising generation of men and women who will be inclined to continue their education through reading;

5. That library schools and the Board of Education for Librarianship be requested to consider the advisability of establishing special courses of instruction in adult education work for librarians, or of incorporating the necessary instruction in courses already established; and, further, that the American Library Association consider the advisability of conducting institutes for readers' advisers and other librarians engaged in special adult education service;

6. That while this present report has been referred to as a "Final Report" the Commission regards its suggestions and conclusions merely as a contribution to a subject which is too large and too important to be covered completely in a single study. We therefore recommend that the American Library Association establish a permanent "Adult Education Board" to continue these studies and investigations, and we offer the following suggestions toward a program for this permanent Board:

a. The series of bulletins now being published should be continued in order that new ideas and information regarding library practice in adult education may be distributed promptly and widely;

b. A manual on Library Service in Adult Education should be prepared and published by the American Library Association. This manual would contain blanks and forms, with detailed and practical suggestions to librarians, regarding the organization and operation of an adult education service. There should also be frequent publication of carefully annotated lists of books suited to the use of various types of adult students;

c. Every effort should be made to hasten the preparation and publication of additional courses in the series, Reading with a Purpose. We feel that the close cooperation now existing between the Editorial Committee and the Commission on the Library and Adult Education should be continued in order to utilize information in the hands of the Commission as to the kinds of courses most likely to be of service and the subjects to be covered. The courses should be so printed as to identify them closely with the adult education program of the American Library Association;

d. A series of library experiments and demonstrations in adult education should be inaugurated as rapidly as funds can be made available. They should cover many of the types of service outlined in this report and should be conducted in several different libraries, with the cooperation and assistance of the permanent Board, and the local library should share the expense. These experiments and demon-

strations might well be carried on for four or five years, in places easily accessible for observation by librarians, complete records being kept, and reports made of the results. The Commission has in mind a number of projects that might well be tested in this way;

e. An experimental study of the development of reading habits should be made. The results of this study should be helpful to teachers and readers' advisers and in the preparation of courses in the Reading with a Purpose series. It may also lead to the preparation for wide and cheap distribution of a small book or pamphlet on *how to read and study;*

f. The experiments might include a study of the advisability of providing tests and credits for those who have completed courses of reading, consideration being given to suggestions already made to this Commission;

g. A further study should be made of methods of supplying books to serious students who now have no access to libraries. Many university extension students, for instance, are greatly hampered because of inability to secure the necessary books. Almost half the people in America have no access to libraries that are equipped to supply the kind of books needed in adult education. This is a problem which cannot be solved by a single central or national body, and it is probably one that each state or province must solve for itself through cooperation of its librarians and educational authorities. The permanent Board, however, should continue to call attention to this need and to offer suggestions as to how it may be met. We believe that the recent appointment by the American Library Association of a Committee on Library Extension is an important move in this direction;

h. The relation of libraries to students of private correspondence schools requires careful consideration. These students number more than a million. The Carnegie Corporation investigation of correspondence schools resulted in the assembling and organization of a body of facts which will be useful in any study of library service in this field.

i. An important activity of the permanent Adult Education Board would seem to be the establishment of cooperative relations with each national organization whose program includes phases of adult education. Such cooperation would involve a study of the books and library service required, and of the part libraries can take in making such books and service available. Contacts with national

representatives of these organizations would facilitate and encourage local cooperation;

j. Last, and most important, is the inauguration of a program of education that will arouse librarians, library trustees, educational authorities, and appropriating bodies to the possibilities of the library as an agent in adult education. The value of the work of the present Commission and the permanent Board will depend not alone upon the practicability of their recommendations, but also upon the extent to which libraries can be persuaded to adopt them. If librarians will undertake serious work in adult education and if they can demonstrate to the general public the feasibility of the idea of education through reading, this new "university" will not lack for "students."

PART TWO

CHAPTER I

Reaching Older Boys and Girls Out of School

A DISTINCT problem facing the library which seeks to render educational service to its adult community is presented by older boys and girls who have left school. This is a difficult group to reach, but it is a large and important one. Organized library work with these boys and girls presents, to a large extent, a new problem. The group forms an overlooked field, beginning at the point where formal instruction ceases and life's real responsibilities begin.

The situation forces upon librarians the admission of failure. We have felt in the past that the schools would annually turn into the doors of our libraries streams of young people fully trained for continuous self-education. As a matter of fact there is tremendous leakage in the process of transfer, and we have registered as library borrowers only a small per cent of those who turn their backs on the schoolroom.

There is no satisfaction in asserting that others are at fault for the educational loss suffered by out-of-school youth. The fact remains that the library is likewise a loser, and must share the blame. It is true that the teaching processes have been ending too soon, that certain existing conditions have produced educational paralysis for many, and that the schools must devise methods which will retain their students longer. But it is likewise true that much responsibility falls upon libraries which should be equally, or even more, interested in self-education as a continuous youth-and-adult process.

No library adult education effort seems more urgent than that of reaching and retaining these young citizens as library readers. This involves the necessity of intensified and effective work with those in the group *before* they have left the classroom. Both schools and libraries have in large measure failed to cultivate thoroughly permanent reading habits in boys and girls and to convince them of the importance of books in meeting life's demands.

A consideration of the numbers involved in this group shows the

large scope of the field. Figures from the Federal Board for Vocational Education, published in 1920, indicate that in the United States over six million boys and girls between fourteen and twenty years of age are not attending school. From another source[1] we find that only forty-five per cent of high school graduates pursue any formal scheme of education during the year following graduation.

To localize the problem will bring a deeper realization of the extent and need of this special group. Statistics of 1925 for Indianapolis show that twenty-seven per cent of the entire school population are from sixteen to twenty-one years of age, and that sixty-eight per cent of this group no longer attend school. An investigation of local conditions, which should be undertaken by every library, would no doubt reveal a similar situation in most localities.

From a careful survey,[2] made in 1921, of nearly fifteen thousand employed boys of sixteen to nineteen years of age in medium-sized cities in New York, Mr. Howard G. Burdge reports that ten per cent were attending night school, twenty-one per cent said they would study more if they had time or could afford it, and sixty-eight per cent answered flatly, "No—we are through with education."

Rural communities present a distinct problem which demands special library analysis and solution. According to the 1920 United States census only sixty-eight per cent of rural boys and girls between seven and twenty years of age are in school. Moreover, the average annual period of rural school attendance is only ninety-six days, while for the city child the period is 143 days—more than two extra months each year. In parts of many of our states seventy-five per cent of the rural pupils leave school before finishing the sixth grade.[3]

Analysis of the Situation

Economic pressure is undoubtedly a factor involved in the creation of this group of young people, though just how important a motive it is for leaving school is still a question. Each year more than a million boys leave the classroom to enter industry, many of them irresistibly forced out by economic necessity. These boys who are driven out of school by forces beyond their control would no doubt appreciate library service if they knew of its opportunities. There is

[1]Phillips, F. M. Educational ranking of states by two methods. Bruce, 1925. 32 p.

[2]Burdge, H. G. Our boys. New York (state) Military Training Commission, 1921. 342 p.

[3]MacGarr, Llewellyn. Rural community. Macmillan, 1922. 239 p.

unquestionably a definite group of young workers who are seeking educational advantages lying somewhere between entertainment offered by the community center and formal courses offered by strictly educational institutions.

One of the greatest difficulties involved in dealing with these boys and girls lies in the psychological attitude characteristic of many members of the group. Although economic necessity is the reason most often given for leaving school, investigation shows this frequently to be merely a good excuse. Many of them have left school because of reaction against its restraint, dissatisfaction with the facilities offered by the school and its lack of provision for individual differences, personal desire for greater self-expression, and interest in an outside, independent world. Moreover, it is particularly difficult to locate and establish contacts with members of this intangible group. Unorganized, unclassified, immature in mind, aimless in goal, inexperienced in self-help, they are at an age that is little inclined to seek further education with the necessary will power and effort.

Another difficulty involved lies in the lack of library material suitable for this particular group. The library world is partially supplied with specialized books and periodicals for the mature adult beyond school age; popular lectures, extension and correspondence courses have been designed especially with his needs in view; forums, clubs and associations have been organized to encourage his educational proclivities. Few of these appeal to the adolescent and new methods of approach must be devised. Librarians face the necessity of contributing to educational facilities for a young and partially educated clientele. This involves the difficulty of adapting existing print to their needs, supplying it in the form best suited to their purposes, and bringing influence to bear on the problem of providing books written with their particular limitations in view.

The librarian is, of course, not alone in recognizing the responsibility presented by these young people. The leading pedagogical experts of the country are realizing that the best educational results are not obtained by following the rigid methods of the past. The ideals and efforts of education are undergoing transformation, classroom work is changing, individual initiative and intellectual curiosity are being cultivated, and reading methods are changing from oral to silent, leading students to independent study and personal dependence upon reading. All these movements tend toward the general realization that "interesting knowledge personally discovered is the

most effective preparation for participation in the world's affairs." In these newer methods of instruction, books of information, power, and inspiration are finding their place as the most useful tools of the schoolroom.

PRESENT LIBRARY METHODS

Effective means of interesting boys and girls in reading and good literature have long engaged the attention of librarians. The children's departments in our libraries have done excellent work with juvenile readers and their efforts are no doubt responsible for a large proportion of the permanent reading habits among our oncoming adult population. However, very little library effort has been made to pick up the slack line between the points where the school ends and the library continues. Reports from nearly three hundred libraries indicate that results from work with this intermediate group are impossible to measure and difficult to describe.

Specialized practice among libraries varies greatly, much of it depending on community conditions and library organization. Quite generally a controlling factor has been the discouraging lack of resources, both in books and personnel. Few libraries have been able, or have sought, to tabulate their progress. But those that have instituted specialized practice are convinced of the needs and possibilities and are stimulated by the challenge presented.

The adolescent department. There is no doubt that a vast number of possible library readers are lost in the transfer from children's to adult departments in our public libraries. In the juvenile departments every effort is made to establish and maintain close contact with the child and to give him needed personal guidance. Upon reaching adolescence his introduction to the adult department entails different surroundings, different type of books, and less personal attention. The effort required in the change often proves too much for the timid and unaggressive boy or girl. In an attempt to bridge the gap between children and adult readers several libraries have established departments or special collections for adolescents. These in many cases are administered by specialists who furnish aid and counsel, and seek to instill appreciation of good books. In these departments pleasing surroundings and a specially trained personnel are of great importance. Special shelf arrangement of books, carefully selected to fit the adolescent age, has been tried in small libraries.

Personal contacts. Various methods have been used in an attempt

to establish personal contacts with boys and girls while they are still connected with some definite group. Many libraries have for years appealed by letter and circular to members of elementary, parochial, and high school graduating classes, with the aim of encouraging systematic reading in after-school days. The attempt to tie up pupils' interests with the library by means of personal interviews and class talks is now common practice. Other effective methods include cooperation with junior clubs, civil service classes, and similar organizations of young people to awaken interest in reading and study.

The high school library. Perhaps the most effective means of establishing personal relations with the adolescent before he loses contact with systematic education, is through junior high school, general high school, and continuation school libraries. The school library insures a carefully chosen collection of books, a library personnel with undivided interests, and opportunities for helpful guidance in inspirational reading. Some such libraries now provide a browsing corner where undirected reading may be pursued for the pure joy of it. The browsing periods provided in the daily program of some schools have the same end in view. The importance of library service to continuation schools is discussed more at length in Chapter IV of Part Two.

The junior high school library provides exceptional opportunities for reaching boys and girls while still in the impressionable age. They have not yet developed that individualistic attitude which makes the older high school student more difficult to approach.

In a few cities, branches or deposit stations of the public library have been established in vocational schools and in continuation schools. Traveling libraries, school collections, deposit stations and school and community branches placed in school buildings have done much to familiarize pupils with the possibilities of library resources. These points of contact between schools and libraries are of decided value in establishing a library relationship with boys and girls which may carry over into adult life. Preparation and distribution of special title lists, book talks in classrooms, class visits to libraries for instruction, teachers' bulletins, and many other related services have become almost common practice.

Reaching students through the teacher. Professional branch libraries for teachers and teachers' rooms in central libraries have brought about greatly increased cooperation between teachers and librarians. Similar results have been effected in several normal schools and other

teacher-training institutions. The more the library can make itself indispensable to the teacher, the more direct will be the avenue of approach to the boys and girls under her influence.

A library "Out-of-School" division. The Out-of-School Division of the Indianapolis Public Library was established to increase and extend the usefulness of the library to young men and women who have dropped out of school and who desire to continue their education by systematic reading. An outline of its preliminary survey may suggest to other libraries methods of reaching these young people. This survey resulted in a list of local educational agencies and coordinate organizations; an index of the principal occupations and industries in the city; recent statistics of children dropping out of elementary and secondary schools before graduation and of those in secondary schools failing to continue their education in regular institutions; a mailing list of students leaving grade school and high school to be reached by personal appeal; a list of boys' and girls' clubs of an inspirational nature open to membership of others similarly interested; a directory of all local institutions giving supplemental educational service, including extension departments and correspondence schools, for active cooperation purposes and further guidance in formal education; a study of the desirable type of book best suited to young men and women out of school; and an advisory council of representative citizens, educators, social workers and vocational leaders for counsel and support on policies, and ways and means of reaching boys and girls out of school.

The intensified publicity work during the first eighteen months of the division's existence was directed principally toward the youth of the city. It included sixty-one visits to industries, business institutions and clubs, thirty talks in industrial and other organizations, and more than one hundred articles prepared for publication. However, newspaper articles and visits to factories naturally attracted the interest and participation of adults. Out of the 654 reading courses issued during this period only twenty-two per cent were for young people under twenty-one years of age. This partially demonstrates the difficulty of persuading boys and girls of this age to pursue guided lines of study. Of the 247 consultations held, fifty-three resulted in specific guidance to participation in other educational opportunities. The most encouraging figure in connection with the seventy reading courses issued to young people was the low mortality rate of ten per cent, the records showing that only seven persons dropped their

study during the period covered. The list of courses requested was very similar in range to that of the adults, covering such a diversity of subjects as bookkeeping, journalism, poetry and biography. Only a few were of decidedly vocational trend. It was found that title lists only are not satisfactory with this group, as they are merely suggestive rather than stimulating. Reading courses providing introductions both to books and subjects are necessary. The important matter, as in any educational work, is that continuous personal relationship between leader and student which transcends all other influences in effective results.

A recreational reading committee. The Los Angeles Public Library, in close cooperation with several organizations dealing with adolescents has carefully worked out a plan for year-round committee work in promoting recreational reading activities. On the committee are found representatives of the Public Library, public schools, Boy Scouts, Girl Scouts, Camp Fire Girls, Western Rangers, Woodcraft League, Young Men's Christian Association, Young Women's Christian Association, Parent-Teacher Association, Federation of Women's Clubs, and local book stores.

The committee was formed by inviting to a meeting representatives from all organizations interested in the reading of boys and girls in the city of Los Angeles. The Recreational Reading Committee is divided into three sections, namely: a general committee, a sub-committee on boys' reading, and a sub-committee on girls' reading. The work of the whole is guided by an executive committee, which gives general supervision, inspiration and guidance to the successful working out of the program. The general committee includes librarians, booksellers, and representatives of the Parent-Teacher Association and the Federation of Women's Clubs. Activities of the sub-committee include promotion of reading contests, book week, newspaper publicity, displays of good books, home and camp reading.

A Boy Scout program. Many libraries have discovered that the most direct method of reaching individual boys is through their group leaders. The Brooklyn Public Library has recently worked out an arrangement with the Scout Masters of that city. Library cards are issued to Boy Scouts upon the Scout Master's guarantee, special cards being used. Through this method of group approach it is hoped to increase reading interests among younger boys and to establish library contacts with those who might otherwise escape all library appeals.

Contacts with students leaving school. With the cooperation of the School Attendance Department of the Board of Education and principals of the high schools, the Cleveland Public Library establishes contact with students leaving school to go to work during the school term or at graduation. Each student must report to the school library to clear his record there. This gives the librarian an opportunity to inquire if he has a card at another library and, if he has not, to offer him a card of introduction to the branch library nearest his home. In order that a follow-up be insured, the school librarian then notifies the branch librarian that the student has been given a card of introduction.

The School Department of the Public Library also receives daily lists from the Board of Education of students from public and parochial schools who receive working permits. The lists are checked with the borrowers' file, card numbers are noted, and branch librarians are notified, again giving the branch librarian an opportunity to follow students and, if possible, to retain their interest in using the library and in continuing their reading. When no registration number is found, an invitation is sent to use the Stevenson Room through which a specially developed service is rendered to younger readers.

Limited extent of these methods. When thus described together, these methods give the impression that libraries are already doing effective work of wide scope. But it must be remembered that most of the work has been undertaken in only a limited number of localities, that much of it is inadequate and incomplete in character, and that the number of boys and girls thus influenced is exceedingly small.

POSSIBLE AND DESIRABLE DEVELOPMENTS

It cannot be too strongly stated that in considering new or improved methods of reaching this out-of-school group, the emphasis must be placed on preventive measures rather than on salvage. Efforts to reach the adolescent after he has cut himself loose from the organization of the school will of necessity be impotent to a large extent. The following suggestions are based almost wholly on this premise.

Close cooperation with schools. One of the most urgent steps toward meeting this situation is a study of, and more intimate acquaintance with, modern educational methods and movements, on

the part of librarians. They can seek closer relationship with teachers that they may aid in formulating plans for developing individual study. They can familiarize themselves with the literature of the teaching profession dealing with reading values and methods, and so learn to present books to students in an appealing manner and to foster reading habits in supplementary school work. The American Library Association reading course on *American education*, in the Reading with a Purpose series, is a useful guide for those who wish to inform themselves on present-day educational problems, methods, and tendencies.

Develop methods of inspirational guidance. The idea of inspirational guidance in schools is a growing one. There is a distinct opportunity for the library to embody this idea in its methods. Young people are social in nature and adventurous in spirit, with curiosity and desire for new activities which lead them to become "joiners" easily. They must be convinced that education is an investment. They can be brought into contact with the library, which is the most natural place for them to learn of further educational opportunities.

High school librarians can be helpful in preparing students for adult study through the influence of their work on the formation of habits and tastes. In school libraries the librarian can connect books with each child's play interests and weave other fascinating books into his school and outside interests. Such libraries will be more than mere reading rooms. They will promote a wide variety of appeals, and through intimate contact, will inspire new interests and activities.

This inspirational guidance work can also be made effective with boys and girls who have already left school but are still members of some definite organization, such as evening schools, apprentice and part-time schools, labor schools, clubs and factories. Inviting these groups to the library, where careful preparation will be made for their visits and the most alert members of the staff scheduled to receive them, will aid greatly in convincing them that the library has something of value to offer.

A necessary development, therefore, will be new courses of instruction whereby librarians will be trained in making reading attractive to those of adolescent age.

The solution of this entire problem depends to a large extent on the cultivation of reading interests and habits. A discussion of this subject will be found in Chapter VI of Part One.

Opportunities of the small library. The librarian in the small or rural community has a better opportunity for personal contact and guidance than any other member of her profession. To give an idea of the importance of her obligation it is necessary only to refer to the fact that according to the last United States census fifty-five per cent of the rural boys and girls above fourteen years of age are out of school. Here, as elsewhere, the real problem is to attract the individual to the library and to arouse his interest in reading. The librarian who knows books and understands people has a fundamental requirement for such service.

Situations undoubtedly exist where limitations in book stock and personnel make it difficult to carry on work with these boys and girls as a distinct group. In these cases an appeal to county libraries and state agencies with their more adequate book collections and specialized reference service will be necessary.

Definite avenues of approach will be found through rural and small town organizations for boys and girls. Agricultural extension agencies, such as the 4-H clubs, county Young Men's Christian Association and Young Women's Christian Association clubs, junior granges, church organizations, and other community center clubs are groups with which the library can effectively cooperate. The continuation short courses now offered by some rural high schools form an excellent means of approach to young farmers.

Approach through other agencies. Many possible points of contact will be found through the approximately two thousand volunteer organizations in America which are concerned with citizenship development. Through these organizations libraries may aid in "back to school" work, "find yourself" campaigns, "big brother" activities, citizenship training plans, educational tours, scholarships, and many similar movements designed for boys and girls out of school. Cooperation with such organizations may also bring to bear on the library problem the benefit of their experience and methods in dealing with adolescents. A close relation with the juvenile court may well be maintained. In cases where the librarian has been named as the person to whom the adolescent offender is to report, it has frequently been possible to arouse an interest in reading.

Other possible developments. Other developments, some of which have already been touched upon, are listed here to stimulate further thought and to promote discussion rather than to present well-formulated plans which could be followed in detail.

Special training for librarians preparing to take charge of adolescent or intermediate departments, including courses distinct from those offered for children's librarians;

Extension of school libraries and of children's and intermediate departments in public libraries, organized to increase individual and group interests;

Systematic study of the kind of books required to raise the appreciation level of young readers;

Provision for demonstrations in individual schools where special attention may be given both by librarians and teachers to instruction for those about to leave school;

Intensive community surveys to determine reading desires and facilities;

Organization of direct and indirect library advisory service;

Attention to the problems involved in the development of reading habits, as outlined in Chapter VI of Part One.

Conclusion

In dealing with these immature out-of-school boys and girls it is important that we should examine our own mental attitude. These young people are not "quitters" or "slackers," to be censured with adverse criticism, when, through straitened circumstances, lack of interest in school, or accident of location, they scatter like seeds in the wind. Instead they should be considered as an important, distinct group, challenging the educational world to provide methods of training which will keep their minds open, eager and above the dead level of the present vast majority.

The library, with its opportunities for informal study, has a distinct obligation to this group. Through its channels for cooperation with workers in business and industry it will come into contact with that section of the group which has through economic pressure been forced to leave the schoolroom. Its informal and voluntary character will appeal to those who have found the discipline of the classroom irksome. The growing movement for providing book resources for rural and isolated districts will enable the library to reach those whose location has hitherto made further education impossible.

To carry out a program of continuous education for the whole adult community, we must think of these boys and girls as presenting a preliminary problem which must and can be solved. The methods suggested will not be found applicable to all libraries and localities.

An attempt to devise plans universally applicable would be impossible and perhaps undesirable. It is hoped, however, that the proposals here outlined may suggest new lines of work, which may be helpful wherever libraries recognize their obligations to boys and girls out of school.

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CHAPTER II

Industrial Workers

THE patrons and possible users of a library fall naturally into definite groups, each with more or less distinct occupational background, previous schooling, and practical ends in view. Conspicuous among these various groups to which the library owes specialized forms of service are those industrial workers who desire educational advancement. The Commission here attempts to outline certain methods by which the library can serve the different elements of this group.

It will be practicable to follow the terminology of the United States census and regard industrial workers as those engaged in "manufacturing and mechanical trades and transportation." According to the census of 1920 there are 17,000,000 such persons in the United States. Of these about 15,000,000 are men and almost forty-five per cent are between twenty-five and forty-five years of age. It is impossible to give figures showing the percentage already linked up with some form of educational activity, as the adult education movement among workers is now in a state of such change and growth that representative statistics are not yet available.

From the standpoint of adult education library service there might be said to be five classes of industrial workers:

1. Workers whose employers are seeking to aid them in educational matters through educational directors and by other means;
2. Those who are disposed to depend for their instruction upon educational agencies and methods sponsored by organized labor;
3. Those registered in part-time schools;
4. Apprentices and other beginners;
5. Industrial workers not in any of the above-named groups.

Because of the greater ease and readiness with which library contacts can be established where some definite organization already exists among workers, this chapter will emphasize chiefly methods of service to be rendered to those in Groups 1 and 2.

The service to industrial workers registered in part-time schools, referred to as Group 3, will resemble that rendered to other individuals in these part-time schools; apprentices will be served much as are boys

and girls out of school, except that the approach to them will often be varied by the fact that they are in industrial concerns and organizations. The service to be rendered to those workers referred to as Group 5 will not differ greatly from that described elsewhere in this report.

SUGGESTIONS FOR PRELIMINARY CONSIDERATION

Personal contact with readers essential. The title of this chapter and the language used in presenting the subject might indicate that in this field the library is dealing largely with groups *en masse*. The fact is, however, that the most effective adult education work which a library can do is through personal contact with the individual who becomes a regular patron and borrower. While cooperation with groups may be regarded as in itself important, its chief value lies in the fact that it constitutes the best means and sometimes the only means by which the librarian can reach the individuals making up each group. The library, in short, is a retail, not a wholesale institution. Books cannot be handed out on the theory that a group needs certain types of books and that, therefore, every member should read those books.

Little new library machinery needed. It will be readily understood that a service which will function among all groups of industrial workers will tax all the machinery for adult education work and all the resources provided in any library. The *index* of local educational agencies will be consulted daily; the *readers' adviser* will be called upon continually to consult with individual readers; those engaged in the work of cooperating with *outside educational agencies* will find much to do among industrial workers; and those who are specializing in reaching *boys and girls out of school* will come upon many apprentices and young workers who have recently joined this group. All these activities will be of value in reaching industrial workers. In fact, additional personnel and equipment are not needed for this phase of library service so much as an understanding of the problem that will make it possible wisely to direct and utilize the existing organization and equipment.

The first prerequisite for increased service to industrial workers is that the individual library planning such service should have or provide the machinery to carry out its promises. The impression may have been created that libraries generally are now prepared to give special service to industrial workers and other adults who are seeking to advance themselves through education. Organized labor, through

its publications and in meetings, has called attention to the potential educational service of public libraries and the willingness of librarians to meet all reasonable demands that might be made on them. By analyzing the problem of the worker and through cooperative planning with his representative organizations, libraries can, with existing machinery, go much further in meeting these demands than they have done heretofore. Moreover, this machinery can be effectively improved and enlarged when library resources are considered with respect to the specific needs of the worker. But it would be a serious mistake for a library to announce a service that it is not yet able to handle satisfactorily.

The reading needs of the worker. Essential to effective library service for this group is an undertsanding of the reading needs of industrial workers. Because of the widely varying conditions under which the service is to be rendered, the variety of information desired, and the differences in the previous education and training of the applicants, the librarian may not find it easy to grasp all aspects of the problem. Some workers desire only the simplest information about the details of their job, while others seek a highly specialized knowledge of a technical subject. Some are ambitious to assume group leadership, others wish to acquire higher earning capacity, while still others are eager to obtain the more general and cultural attributes of education. Some are native Americans with a good grasp of the English language and many are recent arrivals in America, speaking English with difficulty, if at all. In each of these groups every level of intelligence will be represented.

Understanding the worker's point of view. The librarian, if he hopes to understand the book needs of all, must project himself into the position of each patron as he presents himself and visualize that man's work as he himself visualizes it. Only in this way will he be able to select the book that meets the demand of that particular patron.

A clear understanding of the conditions under which workers live will also add greatly to the comprehension of this problem. The argument is often advanced that the working man has no time to read and that any attempt to make of him a regular library patron will be a failure. According to the *Monthly Labor Review* for November, 1925, the average working period per week for all trades is 45.5 hours. Statistics from the Bureau of Labor Statistics for 1923 show that sixty-eight per cent of trade union members in the United States worked forty-four hours or less, while only three per cent worked as

many as fifty-four hours. This indicates that for the majority the amount of leisure time is sufficient for study and for reading as a form of recreation.

On the other hand it is indisputable that working and living conditions for the majority are such as to constitute a decided hindrance to any systematic efforts of an educational nature. Heavy, exhausting and monotonous work throughout an eight-hour day leaves the worker in a poor physical condition for mental application. In some industries the shift system means irregular hours and frequent night work, so that group study is impossible. Unemployment may often be a factor producing such uneasiness and distress that reading and study of any kind are out of the question. Poor housing conditions, with their lack of the privacy and quiet necessary for study, form another handicap.

Recognition of these hindrances will make us more tolerant toward our failures and will stimulate wisely planned methods of cooperation. The surest guaranty of success lies in the worker himself. Spencer Miller, Jr., executive secretary of the Workers Education Bureau, said in an address before the Association of American Colleges in 1922: "The aspirations of the American worker, even though his desires are not clearly expressed, are at base spiritual and not material. . . . Labor seeks a fullness of life in work and an opportunity to inherit a share of the Kingdom of the World. This cultural aspiration is a deep-lying desire among industrial workers."

Other educational agencies. The librarian, before organizing this service to workers, must know what other educational resources are open to the members of this group. The agencies to be studied should include part-time schools, correspondence courses and extension classes which reach actual or prospective industrial workers, as well as the educational opportunities offered by some employers. The advisability of such a study and methods of listing the agencies are referred to in Part One, Chapter IV of this report.

Librarian not a censor. The library which is supported by public funds is the property of people holding all shades of opinion upon all subjects, including many which are sharply controversial in character. It is fundamental that the library provide, without prejudice, the educational material which is desired by any patron, even though that patron's point of view be entirely antagonistic to the point of view held by the librarian or the library board.

In no form of library service is it more important to recognize that the library's primary function is to make books accessible to readers,

rather than to attempt to censor what they read, or direct the trend of their study. The industrial worker in many instances knows what he wants and knows that he is entitled to it. It might prove a serious mistake to give him the impression that the library is attempting to influence his choice.

Aiding all educational projects. The library may find the educational aids offered by employers attacked on the ground that their purpose is selfish and that they are calculated merely to increase the employee's efficiency so that his labor may be more profitable.

Likewise, the suggestion may be made that organized labor in sponsoring education is seeking to educate leaders who will make labor's opposition to capital more effective.

The librarian, however, is not in a position to inquire into the motives back of any patron's use of the library, and can safely proceed upon the theory that the library's resources must be placed at the disposal of every individual and of every agency which is educational in its nature.

COOPERATION WITH EMPLOYERS IN EDUCATIONAL PROJECTS

Many industrial concerns are now providing either systematic instruction or other less formal educational opportunities for their employees.[1] It will be necessary for the library, therefore, to record information about these projects in the index of local opportunities for adult education. The information recorded should include: (1) a list of industrial concerns which are doing educational work through an employment or personnel department, or an educational director, with the name of the person in charge; (2) a list of courses offered, particularly those in which library service will be helpful, with information concerning the nature of the courses and the place and time given; (3) a record of other educational work offered with a statement of its character.

Acquaintance with directors. Naturally, the first step will be to make the acquaintance of the persons in charge of educational work in the industrial concerns and to understand what each is doing. Most of these directors are alert-minded, experienced men and women who will promptly recognize the value of cooperation with the library, if

[1] A concise summary of employers' educational projects will be found in the report of the Committee on Education and Training for the Industries (American Society of Mechanical Engineers) in *Mechanical Engineering*, 45:169–79, March, 1923.

they are not already urging upon the employees the use of the public library as an educational opportunity.

Methods of service. Where a formal system of instruction has been established by any employer, library methods of cooperating with other outside agencies will be found effective. These methods may consist, for example, of: (1) the deposit of books; (2) the preparation and distribution of lists of books; (3) the presentation of the library's resources by its representatives; (4) persuading the classes to visit the library for the examination of its resources; (5) encouraging the members of classes to become regular library patrons.

Whether formal instruction is given or not, the librarian will find it possible to assist in making and distributing book lists and in placing deposits of recreational as well as instructional books in the factory. These deposits should be under the supervision of the educational director, if possible.

The selection of books for such a collection demands considerable care. There should be clean, attractive and interesting fiction, nonfiction covering subjects in which industrial workers are interested, including possibly the most readable books on economics, history, popular phases of science, drama, poetry and some few books of a vocational nature. Experience indicates that books will be read which tell of the future of the trade, the opportunities it offers for advancement, and the qualifications required for success.

Working with educational directors. The alertness of the educational directors is such that other methods of reaching employees will almost certainly develop after consultation with them. The librarian who cultivates an acquaintance with these directors will probably receive suggestions more valuable than he will be able to give. In some cities the educational directors of the various industries have formed loosely-knit local organizations for the consideration of problems of industrial education. In at least one city this central organization has appointed committees to confer with library representatives about educational enterprises which are to be undertaken jointly by the public library and local industries.

One library, as an aid to formulating its plans for cooperating with industrial workers, called an "Industrial Conference"[1] made up largely of the educational directors of the various industries. The state industrial commission, the vocational school, and organized labor were also represented. The purpose of the conference was twofold: first,

[1] The library and the trades meet. *Wisconsin Library Bulletin*, 21:59-60, March, 1925.

that the library personnel might have the advantage of hearing what the educational directors and others outside the library had to say about the problem; and second, that the representatives of industry might learn what the library was willing and prepared to do.

A discussion of the library as an instrument in the education of apprentices and journeymen was an outstanding feature of this institute. No librarian appeared on the program, even the chairman being a representative of industry. The librarians simply listened in and profited from the discussions entered into by men whose duty it is to deal with the education and training of this group of young workers, men who know the situation and are vitally interested in getting the best results.

Some of the topics discussed were: inquiry into apprentices' reading; technical reading; social and cultural reading; recreational reading; magazines, including plans for obtaining and disseminating a digest of trade news; reading courses; personal experiences with reading courses; machinery whereby the library and the workman can be brought together.

As a result of the conference, standing committees were created, representing in their membership both organized labor and educational directors. These committees have since met and discussed various aspects of the problem.

In case such a formal conference does not seem possible or wise, informal consultations with such men are commended as helpful.

COOPERATION WITH EDUCATIONAL MOVEMENTS SPONSORED BY ORGANIZED LABOR

Because organized labor is particularly desirous of library assistance and library service, it has been deemed wise to go into this phase of library work in some detail in this report. Organized labor both at home and abroad is taking a lively interest in all aspects of education. This interest is a growing one and at the present moment many labor leaders are urging industrial workers to take advantage of all educational opportunities, and are particularly insistent that they use every resource which the libraries of the country place at their disposal.

The American Federation of Labor has a permanent committee on education and has also local educational committees in industrial centers. It sponsors systematic part-time education for adults, chiefly through the Workers Education Bureau of America, 476 West 24th Street, New York City.

Many individual unions have national committees on education. They are stressing educational work among their members and apprentices and are spending liberal sums on educational projects. Some of the unions which have no national educational committees are, nevertheless, doing excellent work in this field in certain localities. Several unions not affiliated with the American Federation of Labor are active in educational work. The Workers Education Bureau, however, cooperates with trade unions irrespective of their affiliation with the Federation, such as the Four Brotherhoods, for example.

The official attitude. The attitude of the American Federation of Labor was clearly stated by the president, William Green, in an address delivered at Harvard University in March, 1925. He said, in part:

> Organized labor recognizes and appreciates the value and importance of education. It believes that the workers can advance their economic and social interest through education and knowledge. . . . Culture should not be the heritage of any limited group. All should be enabled to make their life experiences opportunities for culture. . . . Holding that democratic institutions place upon all the obligation to participate intelligently in public business, the American Federation of Labor has established a permanent Committee on Education for the purpose of carrying into effect labor's educational program. This committee is promoting the establishment of *local cooperating committees on education* by every Central Labor Union so that the educational needs of the children of wage earners may be systematically presented to the school authorities. The plan of work suggested to these committees contains the following recommendations: Labor representation on school boards and on boards of directors of public libraries so that the wage earners of the country may be in a position to *help secure more adequate appropriations to school buildings, teachers' salaries, and library upkeep and administration.* . . .

Then follows this statement of special import to librarians:

> *These local committees are also charged with responsibility for promoting adult education for wage earners in cooperation with the Workers Education Bureau and securing the cooperation of the local library in plans for adult education.* (The italics throughout are ours.)

Organized labor is officially on record as pledged to cooperate with libraries in adult education work. Early in 1925 the president of the American Federation of Labor stated that there are educational problems in which libraries and organized labor have a mutual interest and suggested that committees be appointed from the two organizations for the purpose of considering these problems. Such committees have been appointed. Representatives of the Workers Education Bureau

and of the Committee on Education of the American Federation of Labor have conferred with and given helpful suggestions to the Commission on the Library and Adult Education and they, as well as individuals connected with local educational projects sponsored by union labor, have demonstrated a willingness to assist libraries in providing more and better reading among workers.

The Workers Education Bureau. The Workers Education Bureau is an auxiliary of the American Federation of Labor. It is organized chiefly to promote adult education in its broader and more cultural, rather than vocational, aspects. It publishes a quarterly journal, *Workers' Education*, and the *Workers education year book*, which contains full information concerning the Bureau's activities. Although the Bureau's most widely known work is the promotion of study classes, it is also a bureau of research in the problems of workers' education and a center of advice, information and publicity on all matters relating to this subject. While emphasis is placed on class work, encouragement is given to general reading and private study as means of enlarging the outlook and obtaining accurate information. In addition the Workers Education Bureau began some years ago the highly important task of publication of books and pamphlets for industrial workers. They created the Workers' Bookshelf, and in addition the following series:

Workers' Education Bureau Series. (3 volumes to date.)
Workers' Education Pamphlet Series. (6 volumes to date.)
Workers' Education Syllabus Series. (4 volumes to date.)
Workers' Education Reading List. (1 volume to date.)

Arthur Gleason, in Chapter I of the *Workers education year book* (1924) wrote thus of the character and aims of the education which the Workers Education Bureau is promoting, the remarks having special reference to the work of "labor colleges":

> This is the heart of workers' education—the class financed on trade union money, the teacher a comrade, the method discussion, the subject the social sciences, the aim an understanding of life and the remoulding of the scheme of things. . . . It is a means to the liberation of the working class, individually and collectively. In pursuing that aim, it uses all aids that will enrich the life of the group and of the worker in the group, and that will win allegiance of the worker to the group. . . .
>
> What is the object of workers' education? One object is to train promising youths, who are already officials, or are potential leaders, or are the most ambitious of the rank and file. . . .

A second object of workers' education is to give the more eager of the rank and file a social or civic education. . . .

A third object of workers' education is to reach the rank and file with education for the love of it, with semi-entertainment with a cultural slant. Its aim is mass education.

John P. Frey, a member of the Executive Committee of the Workers Education Bureau, says in the August, 1924, issue of *Workers' Education:* "What labor has a right to expect of workers' education is that it will provide the opportunity so that labor, with the assistance of trained educators, can secure all of the essential knowledge which labor requires, taught in a manner which is best adapted for wage earners to grasp."

Labor unions which emphasize education. While practically all labor unions have given evidence of an interest in education, some more than others, have nationally emphasized the educational movement. Those having active national educational committees are as follows:

The National Women's Trade Union League, Educational Department, 64 W. Randolph St., Chicago.
Training School for Women Leaders, 311 South Ashland Blvd., Chicago.
The International Ladies' Garment Workers' Union, Educational Department, 3 W. 16th St., New York.
The Amalgamated Clothing Workers, Educational Department, 31 Union Sq., New York.
International Typographical Union, Bankers' Trust Building, Indianapolis.
National Federation of Post Office Clerks, 302 American Federation of Labor Bldg., Washington.
National Association of Letter Carriers, 405 American Federation of Labor Bldg., Washington.
Railway Mail Association, 506 American Federation of Labor Bldg., Washington.
International Association of Machinists, International Association of Machinists Bldg., Washington.
International Brotherhood of Electrical Workers, International Association of Machinists Bldg., Washington.
Painters, Paper Hangers, Decorators International, Printers and Decorators Bldg., Lafayette, Ind.
Brotherhood of Railway Carmen, 508 Hall Bldg., Kansas City, Mo.
Cigar Makers' International of America, Room 620, 508 S. Dearborn St., Chicago.
Fur Workers Union in the United States and Canada, 9 Jackson Ave., Long Island City, N. Y.

Many other unions have done special educational work in certain localities. An acquaintance with local labor leaders will make it possible to know which unions are doing educational work and how best to cooperate with each union in its local educational program.

The labor college. The "labor college" consists of a class or a number of classes sponsored by organized labor. Maintenance funds

are usually furnished or guaranteed by the unions of the locality. The common practice is to charge only a nominal registration fee.

Each class usually meets one, two or three evenings each week from October until April.

Both men and women are enrolled. They represent all stages of education; some have had the equivalent of a college course in certain subjects; some have had no schooling higher than that given in the grade schools, and many have never completed the grades.

The subjects presented in these classes are cultural rather than vocational. They consist mainly of courses in economics, sociology, general history, labor problems, journalism, elementary English, advanced English, public discussion, the drama, and literature.

The instruction is usually given in the form of lectures, non-dogmatic in character, supplemented by much open and frank discussion and by collateral readings. Pedagogical methods invoked recognize that the psychology of such a group of adults differs from that of younger students and of similarly mature college students. Every effort is made to encourage independence in thought. Small classes to which such methods are especially applicable are the rule.

While those enrolled are usually members of labor unions or in sympathy with the point of view of organized labor, it is almost universally true that the atmosphere of the school is tolerant and liberal and that full freedom is given to the expression of divergent views.

Effective methods of library service. The following methods of reaching these groups have in nearly every case been tested and found to be efficacious:

1. The first and most important step is to establish a relationship of mutual confidence between the library and the local labor authorities. This can best be done through personal contact with the labor leaders in the community, usually members of the central labor body. This body is sometimes spoken of as the "Central Labor Union," sometimes as the "Federated Trades Council," and sometimes in other terms. It represents only those labor unions affiliated with the American Federation of Labor and a separate approach must be made to other unions. Information about the names and addresses of such organizations and their secretaries can be secured by writing directly to the headquarters of the American Federation of Labor, at Washington, D. C.

2. After working relations have been established the librarian will no doubt be able to secure a definite endorsement of the library's

program with credentials recommending that a library representative be permitted to present an account of the library's resources at meetings of the various unions. This has been accomplished with little difficulty in some cities.

3. It will be well if the library representative can also attend regularly the sessions of the central labor body, taking with her a collection of books for circulating among its members. In at least one city the representative has repeatedly been given opportunity to present the resources of the library.

4. A representative of the library will find it worth while to attend the courses given in the "labor college." In one case where two members of the library staff registered for the course, one was made a trustee. She is consulted in planning courses and in securing instructors. As a result she is in a position to understand the needs of the group and to circulate at each meeting of the class the books needed.

5. With an intimate knowledge of the collateral reading required, the library will be justified in purchasing and duplicating titles most in demand.

6. Where there is a club room available in the library it is well to have the labor college classes, as well as other educational clubs, meet in the library building, thus enabling each member to secure his books on the night the class meets.

7. The members of the labor classes should be encouraged to become habitual readers and constant and permanent patrons of the library. Usually they will prove to be the type of person that can readily be interested if a personal approach is made.

8. It will be worth while to invite each class early in the course to devote an evening to investigation of the library's resources, the purpose being to acquaint its members with the library material on the subjects they are studying, as well as to demonstrate the willingness of the library to open up its resources to them.

The steps recommended here are as applicable to other part-time schools as to those sponsored by organized labor.

More general work with organized labor. Some months ago the American Library Association, at the request of the Workers Education Bureau, sent out to 754 public libraries, situated in towns and cities having local unions affiliated with the American Federation of Labor, a list of thirty-six book titles on labor problems which had been selected by the Bureau. With the list went a request that each library check it to show titles held by the library and return it with a state-

ment as to whether additional titles would be purchased if a demand for them arose. Two hundred fifteen of the 260 lists returned were accompanied by explanatory letters. All but four of the librarians writing stated that they would purchase such books as were not found on their shelves or were willing to purchase some or all of these upon indication of a demand. Nineteen libraries immediately ordered such books as they did not have.

As illustrating the alertness of the public library it is significant that a by-product of the inquiry was, in several cases, the immediate forming of contacts between the library and labor organizations. The replies also gave an encouraging view of the library's general attitude toward assisting adult classes. Following are extracts from typical letters:

We have notified the Central Labor Unions that we have the books indicated and have made them a standing offer to institute a traveling library at their headquarters if desired.

I have sent the duplicate list to the secretary of our trades council and have asked him to post it in the rooms of the council. I am hopeful of good results, as many of the men of the labor unions are making use of the opportunity offered by their public library to continue their studies. I had the opportunity to speak to the trades council at one of the meetings last year and since then there has been a friendlier feeling on the part of the union men toward the library.

We have established, through a period of several years, very cordial relations with the labor college. We have had personal conferences with the leaders of this college and with some of the instructors and have extended our resources to them in carrying out their work. We have ordered books requested for courses given, maintained special reserve shelves where these books are available for study and reference in the library, and extended to the students cordial invitation to use the library. We have also offered the students, through the director, copies of the "Reading With a Purpose" pamphlets. We have published in the local official labor paper the list of books on labor problems and have sent this list to labor leaders.

SERVICE TO INDUSTRIAL WORKERS REGISTERED IN PART-TIME SCHOOLS

The experience gained in cooperating with the Board of Education part-time schools will be of value to a librarian seeking to assist individuals registered in vocational schools, evening schools and other part-time schools.[1] The methods involved are much the same. Else-

[1]Part-time education of various types. U. S. Bureau of Education Bulletin, 1921, No. 5. 22 p.

where in the publications of this Commission suggestions are given for this work.[1] These are all suggestive of methods which may be employed in cooperating with industrial workers registered in any school open to adult workers.

It is well for the library representative to remember, in working with part-time schools, that every effort should be made so to demonstrate the value of library service that each individual member of the group will become a patron of the library. In fact, the opportunity to make the worker an habitual patron is the most important by-product of the library's cooperation with these educational agencies.

THE LIBRARY AND THE APPRENTICE

There are several sources from which the librarian can obtain information relative to the need of library service for apprentices and the younger generation of industrial workers, which are also channels through which the library can reach the apprentice. The chief of these are as follows:

1. State authorities with supervisory powers over apprentice and part-time education.
2. The personnel and employment departments and the apprentice supervisors in the shops.
3. Librarians of special libraries in business establishments.
4. Continuation schools.
5. Vestibule and similar schools.
6. The labor unions.
7. Vocational guidance agencies.

State authorities with supervisory powers. In several states there are officials, boards or commissions, industrial or educational in their functions, in whom are vested certain supervisory powers relating to the education of apprentices. In every state which accepts Smith-Hughes federal aid for trades and industries will be found a state board of vocational education which distributes the federal aid allotted to those agencies giving instruction related to a trade.

In some states the central state authority functions through local representatives. In Wisconsin, for example, the State Industrial Commission has complete supervisory power over the education and welfare of apprentices, and is represented in each industrial center by a local supervisor.

[1] See *Adult Education and the Library* 1:9–10, December 25, 1924; also Chapter IV, Part Two, of this report.

If investigation of the situation discloses that state and local supervisors exist, the first strategic approach is likely to be through these channels.

One library, after forming contacts with the state and local supervisory authorities, suggests the following methods which it has used with some success:

Give the local supervisor of apprentices cards of introduction to the public library. These cards should be stamped with the name of one or two persons in the library to whom the apprentice can apply and receive the special attention he needs. The particular needs of each apprentice should be indicated on the card, possibly by a system of symbols. After the apprentice has presented his card at the library and received the assistance requested, the card should be returned to the supervisor with a statement of the service given. This card may then be filed in the office of the supervisor with the other records pertaining to the apprentice. This system is of equal benefit to the library, the apprentice and the supervisor.

The following suggestions were incorporated in a letter from a local supervisor of apprentice welfare and education:

The average apprentice needs simple books telling of the future of the trade, the chances it offers for advancement, its drawbacks and its theoretical as well as practical sides.

Possibly the big problem is to get these boys to come to the library for the first time and see for themselves what it has to offer on their trade. This could be arranged by obtaining the names of all indentured apprentices in the various trades in the city. With the name of the apprentice's employer and the trade in which the boy is indentured, you could write either the boy or his employer telling of some book you have pertaining to the boy's trade. Enclose a card the boy can bring back to the librarian announcing that he is an apprentice; possibly a code letter on one of the library cards would be better still.

Many of the larger employers of apprentices have regular apprenticeship supervisors, who might be of assistance in getting boys to read library books, if in possession of some of the titles pertaining to their trade.

Many an apprentice will become a regular library patron if someone will take an interest in him when he returns a borrowed book. During his first visit it is possible to make him feel that he wants to come again and see the librarian who is taking a personal interest in him. Ask him, for instance, how he liked the book and if it proved practical. Ask him whether he likes his work and if he is going into business himself when he finishes his training. If he is a machinist, a tool maker, a pattern maker, a boiler maker, or is going into a similar trade, ask him if he can read blue prints; if he is to be a plumber ask him if he can wipe a joint. Similar questions about other trades will occur to the alert librarian.

To write a letter to each boy individually may seem like a tremendous undertaking but that, too, will prove worth while.

Still another method of approach would be to write the various union business agents, telling them of recent books which might be of interest to some of the boys in their unions. Your letter will not only get publicity in the trade journals but will spread from one union to another.

The personnel and employment departments. Possibly the greatest advantage offered by contact with personnel and employment departments and supervisors of apprentices will be the assistance given in the selection of a group of books to be placed in the shop, and the intelligent and careful handling of the collection. There seems to be a growing opinion that placing these collections in shops, under the supervision of capable persons interested in the education of young people, offers one of the best opportunities for directing and developing tastes in reading.

Librarians of special libraries. Many business establishments have their own plant library with a librarian devoting full time to the work. Representatives from the public library desiring to establish connections with such concerns should no doubt approach the business librarian first of all. She will have the library point of view and can contribute to an accurate understanding of the situation. In many cases she has already established connections with the younger employees and is helping them individually or collectively in the choice of reading matter. In such work she will welcome assistance and supplementary book resources from the public library. If her library limits its service to plant executives she will be glad to have an outside agency assume responsibility for the group which she is unable to serve from her own limited collections.[1]

The continuation school. The methods for approach to the continuation school resemble those used in cooperating with other part-time schools referred to elsewhere. Much of value will also be found in this Commission's comments on the problem of the boy and girl out of school, to be found in Chapter I, Part Two, of this report.

In working with the continuation school the methods which have proved successful in library work with grade and high schools will be found adaptable, although they cannot be adopted without modification.

Vestibule and similar schools. Another avenue of contact is the so-called "vestibule school," a training school maintained by the employer within the shop, usually without any direct connection with

[1]For a fuller description of the work of the business library, see Chapter VIII, Part Two, of this report.

other educational institutions. The response which such schools give to offers of service from the public library has generally been cordial. These schools are not usually established simply for articled apprentices but for any young workers in the shop. They are intended to fit the young employee for a particular and immediate job, and when he shifts his job he may be moved to a new department of the school.

The labor union. Five trade union groups which seem to be making a special effort to supervise apprentices in their education are: elevator constructors, photo-engravers, electrical workers, plumbers and typographical workers. Local labor leaders may be able to add to this list the names of other unions which are doing similar supervisory work in the community.

The apprenticeship work being done by the typographical union is outstanding in efficiency. A very careful and thorough examination is given by a committee of the union to every candidate for an apprenticeship. Supplementary education is required for admission to the union, in connection with which an extension course on the trade has been developed.

One local typographical union, through its educational director, has requested that a reading course on the printing trade and other closely allied subjects be planned by the library for each year of the five-year apprentice course. These courses will include fiction and other very readable material, as well as more technical works. The union will require that each year every apprentice complete the reading course prescribed for his year. An examination of his reading will be given annually at the time of his other examinations.

Vocational guidance agencies. There are in practically every city agencies which function in the occupational guidance of young people. This guidance is carried on by such institutions as the continuation school, the graded and high schools, the Young Men's Christian Association, Knights of Columbus, Young Women's Christian Association, some social centers, as well as other welfare organizations. In some cities, bureaus for this purpose have been established on a commercial basis.

If the librarian can list these agencies and secure their cooperation, library contacts can be established with this group of young people. Each applicant for guidance can in most instances be furnished with a list of library books bearing on his occupation, and with a card introducing him to the public library.

SERVICE TO THOSE NOT UNDERGOING FORMAL INSTRUCTION

The largest group of industrial workers remains for consideration, since only a minority are enrolled for any formal instruction. There are large numbers who cannot be reached by the library through any of the methods heretofore mentioned. These people are not apprentices, may not be under the influence of any personnel department, are not reached by the educational efforts of organized labor, and are, of course, beyond the reach of any library service rendered to part-time schools. Many of them are not aware that there are in each community opportunities for self-education. They are not conscious of the public library with its resources and its recreational as well as educational reading. Possibly the librarian's most important work in adult education lies in this field. This is a situation which has for years challenged the ingenuity and initiative of aggressive members of the library profession. No method can be devised which will be efficacious in reaching all of these workers. Some of the well-known methods of library publicity and library extension devised by certain librarians may be mentioned.

House libraries. The public libraries in many cities have established branch libraries in industrial plants, selecting the librarian and administering the affairs of the library as though it were an ordinary branch library. The burden of paying the salary of the librarian, or librarians, has been assumed by the industry on the theory that the service rendered is chiefly to its employees. It will be difficult, however, to get this degree of cooperation from many concerns.

Deposit stations. Practically every large library maintains deposit stations in factories for the use of employees. These stations have been popular chiefly because of the recreational character of the books furnished. Ordinarily some member of the clerical staff of the industry has charge, and the books are made accessible to the employees at designated hours only. Where an educational director is employed such deposit stations are generally under his supervision and are, in these cases, usually administered in a more efficient manner.

It is possible that such deposit stations will in the end be found the most generally effective means of reaching industrial workers with library service. Development of the best type of this service will demand emphasis upon the selection of the most interesting books, simple in language and style, a carefully worked-out connection with the factory management, the selection of an employee who will put

intelligence, interest and energy into encouraging the use of the books, and constant, judicious supervision from the representative of the public library. Details of methods found to be effective will naturally develop as the work on such a program progresses.

Talks to factory workers. In one city a representative of the library secured from the Chamber of Commerce a list of the more progressive factories with the name of the key man in each factory through whom an approach could best be made. An appointment with this key man was secured, and his cooperation enlisted. Talks concerning the service offered by the library were then given to the employees at the lunch hour or between shifts. The library reports that interest in these talks was shown by immediate inquiries as to how the library could be used, where certain types of books could be found, and other similar questions. In one case sixteen requests for courses of reading were received following a visit. Such subjects as child study, accounting, salesmanship, poultry raising, elementary engineering, public speaking, English, advertising, short story writing, real estate transactions, secretarial work, and gardening were included in these requests.

Publicity posters were used where bulletin boards were available, special lists of books of interest to the employees as well as miscellaneous lists were distributed, and in some cases application blanks for borrowers' cards were circulated. Where it was impossible to reach any considerable portion of the men at one time, striking publicity broadsides were distributed through employees' pay envelopes.

Book wagon service. One library in a southern city, which is surrounded by small textile-mill towns, has established contacts with the mill workers by means of a library book truck. The workers are unorganized and most of them are little beyond the illiteracy stage. The book wagon visits each mill community on regular schedule once every two weeks and parks at the mill entrance during the dinner hour or at the end of the day's work. The men exchange their books and are urged to come to the main library. Very encouraging results are being obtained, considering the educational limitations of the men.[1]

General publicity methods. With this group of people, general publicity methods must be used extensively, since the members of the group have not by registration for instruction, or otherwise, given evidence of any interest in books and reading. The first step is to get

[1] *Library Journal*, 48:966, November 15, 1923.

them to read, even though the lightest fiction be the only thing they care for.

CONCLUSION

That there is an opportunity for the library in the field of workers' education is evidenced by the foregoing summary of accomplishments and suggestions. The growing workers' education movement is indicative of a definitely felt need for both cultural and practical education on the part of the worker. A desire for library cooperation has been expressed both officially and individually. Library experience has already proven that such cooperation can be worked out successfully. Through their adult education movement the workers as a group have thrown down a challenge to organized educational institutions. The library can accept the challenge more effectively and helpfully, perhaps, than any other existing agency.

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CHAPTER III

University Extension

UNIVERSITY extension as we know it in America is a direct importation from Great Britain where it began and flourished in the latter half of the nineteenth century. To attempt a history of the university extension movement in Great Britain is beside our purpose. It can be followed in detail in the references cited at the end of this chapter. It is enough to say that university extension is now and has been for forty years well established in the British Isles. Moreover, it has allied itself most effectively with the working classes through the Workers' Educational Association and the university tutorial classes. The whole university extension movement has shown remarkable vitality and power. The comparatively short distances between the universities and great centers of population, the homogeneous character of the population, and the vitality of the labor unions have combined to render the development of university extension in Great Britain rapid, consistent and successful.

One of the unique features of the work of university extension in Great Britain and Ireland has been the Central Library for Students, established in London during the Great War, and now extending its operations to the continent in direct relations with the Library of the League of Nations at Geneva. This library is almost entirely composed of books likely to be used in university extension teaching as reference books or as collateral reading. As a rule there are from five to ten or even more copies of a book. They are selected chiefly by the teachers of extension classes, and are lent freely, so far as possible through the public libraries in towns where classes meet. Occasionally they are lent to individual students, more often to the secretary of a class. The library is supported by voluntary contributions, and by grants from the Carnegie United Kingdom Trust and other foundations.[1]

The various bodies conducting university extension classes like-

[1]Central Library for Students. Annual reports. . . . London, 1916 to date.

Jenn, A. H. Public library and the Workers' Educational Association. *Library World*, 19:88–90, October, 1916.

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wise maintain small lending libraries at their central offices. These do not appear to be under the management or control of the librarians of the British universities, whose libraries are, like our own, chiefly designed for local consultation rather than for circulation. The university extension offices likewise issue rather elaborate and very suggestive syllabi with critical notes and very useful reading lists.[1]

University extension in the United States is of more recent date. In fact, effective work in this field does not go back much more than thirty years. And it is only within the last fifteen years that it has reached large proportions. Originally only the endowed universities appear to have entered this field; the University of Chicago planned for it from its foundation in 1891. The present wide development of university extension work throughout the United States and Canada is very new, and its progress in the past ten years has been most surprising. There are university extension classes, courses, and lectures of some sort in practically every state and province, while correspondence teaching on the part of our universities reaches into every nook and corner of the land. Most of the service is to persons beyond the adolescent age. University extension is adult education of a most definite sort.

Libraries and Formal University Extension Work

The part that libraries, both those of the universities themselves and other libraries nearer to the scene of the actual class work, may and should take in the various forms of university extension work, is

[1] *Titles selected from Cambridge University syllabi.*

Bailey, G. P. Syllabus of a course of six lectures on electricity, with special reference to its everyday application. n. d.

Bryan, Rev. J. I. Syllabus of a course of twelve lectures on Japanese history and civilization. n. d.

Masefield, Mrs. Charles. Syllabus of a course of six lectures on economics of to-day. n. d.

Masterman, J. H. B. Syllabus of a course of twelve lectures on aspects of modern English industrial life. n. d.

——Syllabus of a course of twelve lectures on statesmen of modern Europe. n. d.

Mills, J. T. Syllabus of a course of twelve lectures on Europe in the 18th and 19 centuries. n. d.

——Syllabus of a course of twelve lectures on the United States of America. n. d.

Oldham, H. Y. Syllabus of a course of twelve lectures on the geography of Europe. 1903.

Smith, S. C. K. Syllabus of a course of twelve lectures on modern art and national life. n. d.

University of Cambridge local lectures. List of lecturers and subjects, Session 1924–1925.

the theme of this chapter. Study of university grade can hardly be carried on successfully without access to a number of necessary and carefully chosen books. Really successful study of the subjects ordinarily taught in university extension work demands access to a modern library. And in the best equipped library such study can be pursued only when careful and adequate provision has been made for a sufficient number of copies of certain books under favorable conditions, either of circulation or consultation. In other words, university extension in all its manifold forms can succeed only so far as some one definitely plans for and provides the needed books. Textbooks the student is expected to buy. Other books are ordinarily in our educational system provided by libraries. The great need is to obtain a definite and adequate supply of such books for university extension students. This is a primary responsibility of university extension work. The failure to meet it is the cause of much inefficient and halting study and teaching in various fields of university extension. This responsibility must rest on some library and on some person charged with the direction of university extension classes. It cannot be ignored. It is to give some notion of just how that responsibility may be recognized, met, and shared that these pages are written.

Books for credit classes. Perhaps the most substantial and effective form of university extension as we know it in the United States and Canada today is the regular course of instruction given by a member of a university faculty to an enrolled class studying with a view to academic credit in the university. Such classes in our large cities are frequently held at night, sometimes in the university's buildings, more often in other quarters. In the majority of cases, however, these courses for academic credit are conducted in cities and towns other than the seat of the university itself. They involve therefore travel on the part of the teacher, as well as enrollment, attendance, study, and the passing of examinations by the students. They differ from ordinary university classes merely in their distance from the university, in the somewhat greater age of the students and, ordinarily, in the absence of the convenient and necessary aids to study furnished by the university library. There were in 1924 about 119,000 students enrolled in credit courses given by 35 institutions.[1]

For such classes access to books is essential, whether these be books required to be read as part of the work of the course, or reference books

[1]National University Extension Association. Committee on Standardization. Report on university extension credit courses. 1924. 70 p.

needed to satisfy the student's ordinary or occasional needs arising in the progress of his work. This is a mere truism. But at present the means of satisfying that need are extremely diverse and not infrequently wholly ineffective. This seems chiefly due to lack of clearly defined responsibility.

Should the university undertake to supply this need? It supplies the teacher, enrolls the class among its students, conducts the examination, and awards the credits for the work. Certainly the university is charged with the responsibility for providing *from some source* the books required for the successful completion of the courses it offers. Otherwise it should not offer them.

The university obviously cannot supply the reference books, such as atlases and encyclopedias, to which a student may have occasion to go in the course of his study. It cannot establish a reference library in every town in which it gives extension courses. Nor should it; that responsibility rests on the community, and most American towns in which regular extension courses are established have public libraries which are as a rule well equipped with the ordinary reference tools. But the supply of collateral reading, now regarded as an essential feature of most classes, may well be charged to the university. At all events, on the director of the university extension work rests the responsibility of seeing that this essential factor in the success of his work is not neglected and passed by in his budget, left to chance arrangements of the teacher, or to the unskilled efforts of some volunteer worker. The supply of collateral reading involves several processes which cost money: (a) the purchase of the right books in sufficient quantity; (b) provision for consulting them at the convenience of the students, and under conditions favorable to study; (c) record of use or loans, and sharp control of the length of loans; (d) responsibility for their physical care. In other words there is an initial cost, involving purchase and preparation, including record, and a service cost, both of which are very definite items which have to be carried by someone.

As a rule these various elements in the cost of supplying collateral reading have been worked out with only fair success, if indeed they have not been passed over entirely in a vague notion that students have access to public libraries which will somehow supply them with collateral reading. The total cost is not great, but failure to budget it will necessarily result in failure to get adequate success in the extension courses. In some few instances in America the university itself undertakes the supply of books needed for collateral reading,

occasionally through the university library, more frequently through the extension division. In the earlier days of university extension, provision was sometimes made for "traveling libraries" sent out from the university library for the use of extension classes. This method seems to have fallen into general disuse. In fact it makes little difference in effectiveness of extension teaching *what* method is employed to provide the necessary books—if they are really provided and proper facilities for their use are not neglected. If the university furnishes them, the charge must be met either on the budget of the library or of the extension service. In the latter case it is sometimes possible to include a book-fee in the cost of the course. In no case should the need of satisfactory arrangements for the use and consultation of the books be overlooked.

In the great majority of cases, however, university extension classes must depend on local sources of supply for collateral reading. This ordinarily means the local public library, though sometimes high school or other libraries may be able to meet the demand. Here again there is always need of definite financial reckoning. It will cost the public library something to provide books and service. Cooperation well in advance of the opening of the extension work is of course absolutely essential. That cooperation means a good deal more than the mere furnishing of a list of titles by the instructor. Every such list of books desired for collateral reading should take account of what the library already has in the particular field covered. Often it happens that the public library owns other books equally good for the instructor's purpose as those he has put on his list. And frequently the very books he requires are out of print and cannot be had without long and diligent search, if at all. It would seem so plain as to be axiomatic that the instructor and the librarian should confer several weeks in advance of the opening of a class.

But real service demands of the public library something more than the purchase of the desired books in the required number of copies. It demands reservation of the books for the use of this class, or classes, a place in which they may be read, and provision for loans for very limited periods. All this can be done in almost any library, but not without preliminary planning and some expense. Even very small libraries can generally give adequate service to extension classes, if they can get the needed books. The largest libraries cannot give adequate service without advance information and conference.

We lack any central lending library especially designed for the

service of extension (and other) students, a library with enough copies of books much in demand to supply the needs of many classes. Our state libraries are in some instances legally empowered to give service of this sort; in a few states they are doing it very well indeed. There seems no sound reason in theory why small communities with small libraries which would find the provision of collateral reading for extension courses a serious burden should not be helped by the loan of a sufficient number of copies of books for extension work from the state library, the state university library, or some other central source. Certain library commissions have already begun a service of this sort, notably in Wisconsin. At present, however, there seems but small financial support for such central lending libraries. They would be far more useful in correspondence study and other forms of extension work, but they might help the organized classes for credit in many places which now find it extremely difficult to give proper service to extension students.

Books for non-credit classes. In addition to classes for academic credit, which are really university classes held at a distance from the university itself, there are occasionally organized "non-credit classes" taught under the direction of the university and by members of its faculty. As a rule these non-credit courses run for a briefer period than the credit courses; they may be far less formal and generally no examination concludes them. But so far as supplying books goes, they are on all fours with the credit courses. Good and efficient work on the part of the hearers and effective instruction demand books regardless of examinations and records. In fact the demand may be even more keen and intense, for such courses are usually followed by older people more intent on the subject-matter of the course than on degrees or credits. On the librarian and on the director of university extension falls the obligation to supply this need also.

Books for correspondence students. Perhaps the most widely spread form of university extension is instruction by correspondence. A majority of the universities in the United States now give correspondence work. The students who are enrolled in correspondence study given by recognized universities number well over 150,000, while "correspondence schools" of a less formal character attract literally hundreds of thousands more. Students taking work by correspondence present to the university librarians and the librarians of public libraries an altogether different problem from that offered by classes. A student may begin correspondence study at any time and at any place where

the mails go. He needs books in aid of his studies wherever he lives. Obviously the university cannot send him books for an indefinite period and to any distance, unless it has provided a supply of books for this work alone, and this very few universities have been able to do. A few of the state universities are in a position to lend books directly to students enrolled in their own courses and residing in their own state on payment of a small deposit and the cost of postage. But even these universities are unable to serve correspondence students in other states, nor can they greatly enlarge their present service which is rather small in amount and cost. Moreover, no university library can lend freely to individuals in aid of correspondence study unless it is prepared to build up a separate collection of duplicates for this purpose. The embarrassment to the university's home work of teaching and research is too keen and too great.

The correspondence student therefore must depend on his local library, if there is one, or (for the present) on state and provincial libraries which can supply his needs. Several universities giving correspondence courses make a practice of notifying the librarian of the public library in the student's town immediately on his enrollment This is done with particular success in Indiana.[1] This practice might easily be extended by notifying the state library in most states if the student does not live in a town provided with a good public library. But where there is no local public library, and where the state or provincial library does not meet the need, the student who ventures on the laborious work of correspondence study is without much aid from books other than texts. Cooperation between public libraries and institutions of all sorts teaching by correspondence offers many opportunities for libraries to aid in adult education. But the plight of the isolated student trying by this means to improve his knowledge is as yet alleviated by too few lending agencies.

[1]The Extension Division of the University of Indiana calls the student's attention to the desirability of making use of his home library at the time of his registration in a correspondence course. Also the Division notifies the librarian of the city or town in which the student lives, whether in Indiana or elsewhere. In most cases these librarians follow up this notification by a card or a letter inviting the student to call at the library, make himself known, consult a designated librarian, and make full use of the books in the library. Some university extension authorities regard registration for courses a confidential matter; under such circumstances it would be inadvisable to give librarians the names of those who register.

Further cooperation between universities and both local libraries and state libraries in the extension work given by correspondence seems simple enough so far as the plan goes. There is evidently a great opportunity for aiding students with needed books; the chief difficulty is in making the connection.

Library Cooperation with Other Extension Activities

Formal instruction in orderly sequence forms the staple of university extension work as it is ordinarily understood. But such teaching is far from exhausting the extension work of our universities, particularly in the field of agriculture, home economics and highway engineering. Short-term courses, or institutes, offer perhaps as great an opportunity for cooperation with libraries, both local and regional, as can be found. The single lecture, or the course of popular lectures, likewise calls for mutual aid. Most university extension directors ask their lecturers going into the state for single lectures, or for brief courses, to prepare a list of books helpful in following up the subject. Frequently this list is sent to the public library of the town where the lecture is given, well in advance of the lecture itself. The library gathers these and other books and advertises them in the local paper, by notices on its bulletin boards, or by small leaflets. The method is the same, whatever the size of the city. It merely calls for intelligent cooperation in advance between the director's office and the library. And it must never be forgotten that the library, particularly if it be of any considerable size, may have much recent and valuable material in addition to that listed by the lecturer. The agricultural extension activities of the county agents, with their farmers' institutes, clubs, grange meetings and the like, afford the county librarian, the town librarian and the state librarian an unusual opportunity to bring home to our rural and suburban population the possibilities of effective help in daily work through books, bulletins, pamphlets and the like. The day has long passed when intelligent farmers and gardeners sneer at "book-larnin'." The work of the Department of Agriculture and of countless other agencies has brought home to the farmer the possibility, nay the actuality, of improved and enlarged returns as a result of the use of print.

While there has as yet arisen no counterpart in America to the university tutorial classes in Great Britain, it should be noted that certain American agencies for university extension have made very definite contacts with industrial workers. Among these should be mentioned the courses in engineering and technical subjects offered by the University of California in direct cooperation with the labor unions of that state. The Massachusetts Department of Education offers special classes in vocational, technical and other subjects particularly adapted to the needs of industrial workers, furnishing both text-

books and lesson plans without charge other than the regular registration fee. Wisconsin, Texas, Minnesota and other universities have likewise made successful efforts toward reaching with their university extension work certain groups of industrial workers in other states.[1]

The possibilities of broadcasting by radio in the field of adult education seem unlimited. As anyone who owns a receiving set knows, scores of our higher educational institutions are "on the air" every afternoon and evening. It is, of course, impossible to know how many people hear these radio talks, lectures and "classes," or how many really listen to them in such a consecutive way as to become actual students. Every evening one may hear from almost every point of the compass lectures on farming and on domestic science, French lessons, talks on English literature, highly technical lectures on automobile engineering, and so on *ad infinitum*. How successfully these educational efforts are followed up by careful study of syllabi, by written reports, and by examinations, it is too early to say. There is at least a modicum of real and continuous study and instruction by means of the radio. There is much more which can as yet hardly be rated higher than well-meant effort on the part of the broadcasters. But the possibilities, particularly in aid of correspondence study, are evident to any observer. What is needed is organization. Here the libraries may be of very great help, if they are consulted in advance of a "course." They can provide copies of books to which the radio talks refer; they can make contacts with local hearers who are following lectures and lessons perhaps hundreds of miles distant from the speaker. On the local library and the freer use of the mails depends much of the future success of radio teaching.

The various phases of university extension mentioned above are familiar enough to most librarians. It is such work as credit-courses, lectures and correspondence study that we ordinarily think of as university extension. But grouped under the direction of the head of the university extension work in many American states is found a great variety of activities which are of somewhat recent development as organized public service on the part of university faculties. These are really professional services rendered on demand by competent people through the universities. (In many states such work is done through

[1]Workers' Education Bureau of America. Report of proceedings, first national conference on workers' education in the United States, 1921. 144 p.

the state government rather than through the university extension offices.) They consist chiefly in furnishing information and, occasionally, expert opinion by specialists in various scientific and professional fields, such as government, public health, engineering, architecture, landscape design, city planning, forestry and education. In almost every instance their work can, and should, be greatly aided by public and university libraries through furnishing both to the expert and to his clients, if that term may be allowed, books, journals, documents, reports, etc., both those directly cited and others found necessary in subsequent pursuit of the subject under investigation.

Many universities, for example, now provide direct assistance to communities in their states or regions through a bureau or office of research and reference in governmental problems. They supply information about problems of municipal and general governmental administration. They lend documents and other material for the assistance of local officers and governing bodies. They give direct aid in the preparation of municipal charters. Such offices cooperate with state leagues of municipalities and similar associations of local officials. They sometimes prepare educational reports, bulletins and circulars on specific governmental problems for certain classes of public officials. And in some states these bureaus form a sort of clearing house for expert knowledge, putting local officers in touch with the people, whether at the university or elsewhere in the state, most competent to aid in local problems of administration or government. It goes without saying that the public library should be an important factor in all work of this sort, as it very frequently has been. The librarian should be personally familiar with the work of these offices, and should cooperate in their service to his own community.

Less obvious is the cooperation of the local or the university library in the engineering service, which is chiefly confined to reports based on special investigations and surveys made on request of a community or corporation. In the technical research service, chiefly carried on in laboratories, and the expert advice on commercial and industrial problems, the library ordinarily has small part. But in the large field of civic improvement, especially in problems of town and village planning, of landscape design, in the organization of community and civic centers, in "citizenship schools," better cities contests and the like, the assistance of the public library is not only desirable, but practically indispensable to complete success. Few people realize how far university

extension has concerned itself with such matters of late years. Further, its field has broadened to include forestry lectures and advice, testing of woods, educational conferences and surveys, inspection of schools, advice as to school buildings, and even appointment bureaus for teachers. A museum service and the lending of specimens to schools, and even, in one state, special assistance to communities in problems of charity organization and relief, likewise now come under university extension work.

There are ample openings for cooperation between libraries and the public health service of many universities. These universities now organize public health lectures in schools and elsewhere, and conduct public health institutes. They hold conferences and even clinics in child health and nutrition. One of them conducts correspondence courses in the hygiene of maternity and infancy, and provides short correspondence courses for nurses. Others promote health education in schools through lectures, exhibits, motion pictures, and the dissemination of pamphlets—work in which school libraries and public libraries can assist materially. Quite outside the sphere of the local public library, but decidedly a responsibility of the university library, are the efforts at post-graduate medical and dental instruction through short courses, lectures, slides and films, as well as the direct service of hospitals, Pasteur institutes, and dental clinics.

One of these extra-mural activities of modern universities in which libraries have an intimate interest and an active part is the direction of public speaking and debating in schools. The high-school debating leagues have taxed the resources of even the best-equipped libraries and have almost exhausted many a reference librarian. Many of these leagues center in the state university. Certain universities go farther and furnish subjects for literary and debating societies, prepare study club outlines, programs, and material for women's clubs, parent-teacher associations and similar organizations. The university extension authorities are usually eager to enlist the aid of the local library in carrying out work of this sort. Moreover, community music in its various forms, including even the furnishing of concerts, lectures, and lecture-recitals, and the organization of community musical activities, bands, orchestras, choral societies, etc., are the care of some university extension divisions. The whole field of visual instruction, through moving picture films lent by the university, through slides and collections of photographs, the making of lantern slides, technical photographs and films, has likewise been entered.

University Library Extension Service

Thirty-five university and college libraries now have a library extension service in direct cooperation with their university extension division. This library service comes into vital contact with the smaller libraries and with communities having no library. It goes wherever the mails go. This service seeks to act as an intelligent and sympathetic agent in bringing to readers information they cannot obtain at home. It does this by means of books, pamphlets, magazines, and clippings sent out in packages by mail in response to requests. The service is free of charge, save the cost of return postage on material lent. The Library Extension Service of the University of Michigan, for example, sends a great variety of material to readers in Michigan both directly and through various distributing agencies. The Library Extension Service works in closest harmony with public and school libraries throughout the state. Between September and December, 1925, over three thousand packages were sent out by this agency. Similar service is rendered by a number of other universities, and by state libraries as well. In general, this sort of service is not rendered in duplication of other library service or in opposition thereto—quite the reverse. In fact the initiative frequently comes from the school librarian or the librarian of a town or village asking for very recent material supplementing local resources. There is a great field for development of the extension service of university libraries, a service unlimited in its range and unfettered by tradition or routine. As yet such service has grown more in response to insistent demands than by way of careful budgeting and planning. Joined to a central lending library, a university library extension service of the modern type offers a great field for aiding and supplementing both the formal work of university classes and the less organized and standardized services now loosely grouped under the head of university extension.

Summary

From these pages it will be abundantly clear that for its full success university extension requires four closely related developments.

Cooperation. In order to give the maximum of service, university extension demands the closest cooperation between libraries and universities and colleges. The university librarian can in many cases greatly aid the local public or school librarians by way of sympathetic interpretation of their situation to the professors concerned in exten-

sion teaching. Whether that teaching takes the form of class work, lectures, correspondence work, or professional service, the resources of public and university libraries must be drawn on for its complete fruition.

Financial obligations. The financial responsibilities of both parties in providing books and service cannot be ignored. Only by careful budgeting, by preliminary interviews, by correspondence, and by personal interest can satisfactory financial arrangements be assured.

Mutual recognition of responsibility. There must be a mutual recognition of duty and obligation. On the libraries rests the responsibility of keeping in touch with the rapidly expanding extra-mural services of our universities. On the universities lies the duty of knowing the full possibilities of local library service, and of enlisting the aid of the librarians.

Central supply of books. On both universities and libraries is placed the obligation to provide from some source that central supply of books for collateral reading without which much of the best effort of teachers and pupils is in vain. Real understanding, by all parties concerned, of the library problems involved in extension work, and the foundation or improvement of central lending libraries in each state or province are the fundamental needs in the present state of university extension.

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CHAPTER IV

Adult Classes and Part-time Schools

SEMI-PHILANTHROPIC CLASSES

AN EXTENSIVE educational work that may rank in importance with the public evening school is being carried on by semi-philanthropic agencies such as the Young Men's Christian Association, Young Women's Christian Association, Young Men's Hebrew Association and Knights of Columbus, by endowed institutions like Cooper Union, Dunwoodie Institute and Franklin Union, and by similar agencies.

Extent and types of welfare classes. The schools and classes maintained by the Young Men's Christian Association show a scope and standardization not exceeded by any similar agency. In 1922 there were 365 associations reporting educational work, and during the biennial period 1920–1922 the classes reached an enrollment of 120,205 students. In 1921 there were also 35,000 correspondence students receiving instruction. Well-organized schools exist in several cities with standardized curricula of such grade that not less than twenty of them are authorized by state departments of education to grant college degrees under certain requirements. Among schools giving work of college grade are fifty schools of commerce and finance, twenty evening law schools, and eight schools of engineering. The last-named group includes the Day Cooperative Engineering School of the Boston Young Men's Christian Association, which has an enrollment of nine hundred students.

The Knights of Columbus has carried on active educational work for ex-service men since the world war. Instruction is offered in academic, commercial, and technical subjects. The Report of the Knights of Columbus on educational and welfare activities for 1923–1924 indicated an enrollment of 53,147 students in 61 evening schools, and a further enrollment of 27,308 students from small towns and rural communities in eighty-five correspondence courses.

The Young Women's Christian Association likewise stresses educational work. Class work is offered in some forty cities and is organized as local needs arise. A wide range is covered, including home

craft, commercial and business work, economics, and dramatics and other cultural subjects.

A study of the educational work of the Young Men's Christian Association[1] shows that the major enrollment was between twenty-one and twenty-nine years of age, while the average age for all students was twenty-five years. The students attracted by these welfare classes are quite generally pursuing some serious interest and are eager for educational advantages. Of students enrolled in Young Men's Christian Association classes in 1921–1922, 48.7 per cent were studying commercial subjects, 14.1 per cent academic subjects, and 6.7 per cent professional subjects.[1]

Need of library service. Library service to these agencies would undoubtedly be welcomed and used. In many instances such organizations provide small libraries in club or rest rooms. These are, however, in most cases inadequate to meet reading and study demands. The executive secretary of the United Young Men's Christian Association schools, considers library provision of books for Association schools to be highly desirable. Students carry a heavy schedule of work and must often do without books unless they are easily accessible. "Another advantage," he writes, "is the value of encouraging members to read who are not pursuing courses of study in school. Hundreds of young men come to the buildings every day and evening and the secretaries can encourage them to undertake serious and helpful reading courses. This encouragement is made easy and profitable if the books are available and can be put at once into the hands of those who are interested."

Suggestions for development of library service. Library cooperation with semi-philanthropic schools has in few cases, so far as is shown by data in hand, progressed to the point of furnishing books for class use. Visits have been made to night classes, book lists have been prepared, book talks in response to invitation are by no means rare, and in Cincinnati representatives from the library have assisted in organizing discussion groups among members of the Young Women's Christian Association. Considerable extension of such service is desirable, as well as the furnishing of deposit collections for class use. Librarians, in cities large enough to warrant such action, may well give serious consideration to the establishment of permanent library stations in buildings and schools maintained by semi-philanthropic

[1]U. S. Bureau of Education. Educational work of the Young Men's Christian Association. Bulletin, 1923, no. 7, p. 4.

organizations. It would seem to be the most satisfactory means of meeting adequately the needs of students who are generally employed and have little free time to use the library after leaving the building where classes are held. Where such assistance as this is inadvisable librarians should by all means confer with individual instructors and provide reserve collections of books in library buildings nearest class meeting places.

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PUBLIC EVENING SCHOOLS

The preliminary report of a survey of opportunities for adult education in the United States, conducted by the Carnegie Corporation, lists evening schools as one of the four agencies of greatest promise in adult education.

Types and extent of public evening schools. Public-supported evening schools are of three general types—academic, Americanization, and vocational. The Americanization classes are engaged primarily in teaching the rudiments of English and the essentials in preparation for citizenship. Vocational evening classes, many of which receive federal aid under the Smith-Hughes Act, offer training in agriculture, home economics, industrial, and commercial subjects.

Taking into consideration the classes conducted by private and semi-philanthropic as well as public agencies, the evening school must at present be reaching a very large number of our adult population. According to an estimate made in 1923 there were then approximately 880,000 male students alone enrolled in evening schools of all types.[1] In 1920 there were 586,843 students enrolled in public evening schools in cities and towns of 2500 population and over.[2] According to an investigation made by Owen D. Evans of the Carnegie Corpo-

[1]U. S. Bureau of Education. Bulletin 1923, no. 7, p. 5.

[2]U. S. Bureau of Education. Bulletin 1922, no. 17, p. 164.

ration, 1.59 per cent of the total population of the United States was enrolled in evening classes in 1921–1922. Evening school enrollment showed a gain of almost seven hundred per cent in a period of thirty-four years.

Characteristics of the student body. The public evening school shows an increasing proportion of adult enrollment. Boys and girls under the age of sixteen are found more frequently in the continuation school, which is being developed in cities and larger towns. In the evening vocational school the enrollment ranges chiefly between eighteen and thirty years of age, ninety-two per cent being under twenty-four, though the student fifty or sixty years old is by no means rare.

The student body of the evening schools shows the greatest diversity in age, educational background, and motives for attending. Many are foreigners learning English, some are illiterates studying the merest fundamentals, others are working for advanced credit, and many are taking trade or vocational courses. Most of them hold regular jobs and after a day's work are often too fatigued for sustained mental effort.

While one of the greatest handicaps of the evening school is irregularity of attendance, the absence of compulsory methods generally insures a type of student with serious purpose. The survey of a night school in Cincinnati "showed that 328 of the 481 students who answered the questionnaire, or about 68 per cent, came to night high school for distinctly vocational reasons. It is significant that 163, or about 34 per cent, were preparing to enter some profession; 20, or about 4 per cent, expected to teach."[1]

Examples of library service. The evening school furnishes an excellent means of group approach for the library. This idea is generally accepted in most libraries and effective methods of service have already been worked out by many of them. The Cleveland Public Library has a highly organized program for working with these adult education agencies. By means of its Extension Division for Adult Education it follows all organized classes for adults. Annie P. Dingman, who is in charge of this division, states that the purpose of the division is to know adult students, "to introduce them to and link them with the adult circulation departments so that later they may, as individuals, become users of the library."[2] The chief method

[1]Siehl, B. H. Survey of a night high school. *School Review*, 31:539, September, 1923.

[2]Dingman, A. P. Group approach in adult education. *Public Libraries*, 30:230–34, May, 1925.

of reaching these students is through *deposit collections of books* which are lent to classes primarily for use by students in the school, although arrangements are being worked out so that books may also be taken home. A small, pocket-sized *library directory*, which is distributed to classes, is also very useful with evening school students, as many of them live and work in sections of the city far from the school. *Class visits to the library*, which are definitely planned in cooperation with the teachers, are a regular means of introducing these students to the library. It has been found valuable to confer with principals of the schools in regard to possible library service. These conferences lead generally to a hearty response and often give both principals and teachers a new idea of library resources. Frequently the way is also opened for talks to student assemblies.

Letters from libraries throughout the United States indicate that contacts of some sort with night classes are fairly general. In Buhl, Minnesota, a library representative takes a case of books to the evening school one night each week. The books are displayed in the lower hall of the building and students come to make their selections both before and after classes. This plan permits library supervision and the valuable personal contact between student and librarian which will make a later visit to the library less of an ordeal. In Dayton, Ohio, the library furnishes book-wagon service to night schools and also arranges for class visits to the library. The report of one such visit, which was carefully prepared for, showed that with an attendance of fifty-five students thirty-nine books were circulated. Three teachers accompanied the group and assisted the students in making their book selections. Long Beach, California, in addition to visiting night classes sends a personal letter to each student, cordially placing the resources of the library at his disposal. These are types of service which are no doubt fairly widespread among libraries of all sizes.

Mary E. Hall has shown how effectively the high school library can work with the evening school student.[1] The opportunity for conference and guidance made possible through service to small groups of these students often leads to development of genuine book appreciation and to more intelligent use of the public library. Miss Hall's article in *Public Libraries* is recommended for reading as a sympathetic understanding of the night school student and his point of

[1]Hall, Mary E. Possibilities in the evening high school library. *Public Libraries*, 29:144–49, March, 1924.

view. The following extracts give some idea of the type of work done in the Central Evening High School for Women in Brooklyn, New York.

Book talks over the counter. The librarian does not try to do any technical work at night, but is always "at home" to any student to talk over books. The practice is made never merely to "charge" a book, but to drop some suggestion about it, to tell an interesting anecdote about the book or author, or read a few paragraphs, etc., to awaken interest. . . .

The library hour. The library hour, or assignment of a class to the library for an entire recitation period, is being used more and more in our school. The teacher of cooking and dietetics, at the beginning of the term, brings her class to sit around a large table in the library, made by putting three or four tables together. On these tables the librarian places all the best books on foods and food values, cookery books, etc. The same thing is done for the teacher of home nursing. Books on first aid, personal hygiene, care of the sick, etc., are talked over with the pupils by the teacher, who asks each pupil to choose a book to take home and report on in class. . . . Teachers of English bring their classes for more than one library hour a term. If their text-book is *The tale of two cities*, they come in to read assigned topics on Marie Antoinette, Louis XVI, and other characters of the French Revolution. And on one night, the librarian gets out all the lantern slides on the French Revolution and they come to the library classroom for a lantern talk. . . .

Our greatest opportunity lies with these pupils, and in four years we have seen those who at first frankly confessed they had never read a book *through* in their lives, unless compelled to read one in school, reading splendid books for the pure joy of it. Some of them in the beginning say, "I never liked to read, do you suppose you could help me to *like books?*"

As most evening schools have no access to school libraries and thus miss the excellent personal contact so evident in Miss Hall's work, the obligation to serve these students falls the more heavily upon public libraries. Library service will demand a careful preliminary survey of classes, courses offered, and type and number of students attending. It will require well-planned cooperation with principals and teachers, provision of adequate book stock, and supply of classroom libraries wherever they may be made of use. These deposit collections, including both practical and cultural books, will serve the two-fold purpose of supplementing class work and so demonstrating library resources that students will become permanent users of books.

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Part-time Schools

Part-time schools are the result of a growing feeling of social responsibility for that group of adolescent boys and girls who have left full-time schools to enter industry. According to statistics from the Federal Board for Vocational Education, there were in 1920 almost three million boys and girls between fourteen and eighteen years of age who were not in schools of any kind, forming 31.4 per cent of the total population of this age. These boys and girls are at an age when stabilizing influences are most necessary. The majority of them have not as yet formed reading habits or acquired a feeling of civic responsibility or any stable idea of desirable social attitudes. Since the breakdown of the old apprentice system, which prepared the young worker both for his trade and for his position in the social system, employers, workers, and society as a whole have been feeling their way towards some suitable substitute which would function in our more complex industrial organization. This series of experiments has resulted in evening schools, spontaneously organized classes among workers themselves, apprentice schools developed by employers, and finally in an awakened public conscience which has led to legislative establishment of public part-time schools.

Characteristics and extent of part-time schools. The phrase "part-time education" has varied interpretations.[1] According to the Federal Board for Vocational Education, "A part-time school is any school conducted for a limited number of hours during the regular working day. Such a school is open to minors and adults who have entered upon employment, and its several aims are to continue neglected or interrupted elementary education and to prepare for entrance into better occupations or to supplement and extend knowledge and skill in present occupations . . . . When the school aims to complete general education, it is designated a part-time continuation school; when it aims to increase skill and intelligence in a vocation other than

[1]U. S. Bureau of Education. Part-time education of various types. Bulletin 1921, no. 5. 22 p.

that in which the pupils are employed, it is a part-time trade preparatory school; and when it provides training that is strictly supplementary and related to the employment of its pupils it is a part-time trade extension school." Part-time cooperative courses form one type which is quite generally acceptable to employers and parents and is quite common throughout the country. These courses are so planned that the pupils work part time in shops or factories under supervision and control of the public schools, the shop acting as a kind of school laboratory. They are usually arranged on a half-school and half-work basis, with an alternating shift organization which requires two boys for each position in the industry. The plan calls for alternate half days, days, weeks, or months in the schoolroom, but experience is tending to favor the week-about plan.

The characteristics of the continuation school as set forth by Franklin J. Keller in his *Day schools for young workers* seem to apply quite generally to the compulsory type of part-time schools. According to Mr. Keller, a continuation school is: (a) a *day* school; (b) a *part-time* school, meaning that the pupil spends only a fraction of his working week in school; (c) a *compulsory* school; (d) a school for *young* workers, involving usually the ages under eighteen.

The part-time school, as it exists in the United States today, is largely a development of recent years. According to Bureau of Education statistics for 1920–1922, forty-three states are now maintaining part-time schools of various types. Twenty-five states have enacted some form of compulsory part-time law and it is quite probable that the movement will spread to other states. Most of the states which have compulsory continuation schools require them in all school districts having more than fifteen or twenty employed minors. In at least three states the school is required under certain conditions, in towns of 5,000 or more inhabitants. In practice, however, most of the part-time schools are to be found in cities of more than 25,000 population. As the general tendency is to raise the compulsory age limit the number of schools in smaller towns and cities will no doubt increase.

Statistics from the Federal Board for Vocational Education indicate that in 1925 the enrollment in part-time schools of all types was 347,958, while the number enrolled in general continuation schools was 276,883, or seventy-nine per cent of the total enrollment. The ages included are mostly from fourteen to sixteen, though, as noted above, there is a tendency in many states to raise the age limit. With

one exception required attendance ranges from four to eight hours each week. In Wisconsin boys and girls between fourteen and sixteen years of age must attend twenty hours a week. The minimum number of hours required per year is 144, while in several states the course continues throughout the full school year.

There is a wide variation in the mental capacities and educational attainments of students in these schools. Many have dropped out of school long before completing the eighth grade, others have had one or more years of high school training; some are educationally ambitious, but have been thrust out of school by forces beyond their control, while large numbers no doubt belong to the group who disliked school and escaped at the earliest opportunity. If one may judge by statistics, experience has thus far demonstrated the compulsory part-time school to be more successful than the permissive. The compulsory element, however, complicates the difficulties of dealing with those pupils who are forced to attend against their will. It also adds to instability of the group, as the pupils often leave the school on the very day the desired birthday is attained.

The course of study in the continuation school is more and more stressing the vocational side, though a survey of schools in twenty-two cities showed that practically all included English, civics, and hygiene in the course of study.[1] Only five cities made general use of reference material in the classrooms and in these cases the schools depended usually on material which they had themselves assembled. Two cities included reading in the course of study, and three were accustomed to assign home reading. There was a general feeling that home reading should not be required. Vocational guidance is an acknowledged function of all these schools.

A library obligation. The need for public library cooperation with part-time schools is impelling. According to Owen D. Evans, superintendent of the Mechanical School of Girard College, a survey in 1924 of 1,691 boys in the Boston Continuation School showed that only two per cent were using the public library. This is no doubt typical of conditions in most schools of the same type. Continuation school authorities are emphatic in their assertion that library service is urgently needed. Although they point out that the school time is limited they feel the need of library books as supplementary tools, both from the standpoint of the vocation and as a suitable means of recreation.

[1]Federal Board for Vocational Education. Part-time schools. Bulletin 73, 1922. 462 p.

It is evident that, with the limited school period and the vocational emphasis of the course, the opportunity for library assistance in these schools will be much less than in full-time schools. That the library has a logical place to fill, however, is apparent from numerous statements concerning the functions of the continuation school. C. A. Prosser, in his introduction to *Day schools for young workers*, by Franklin J. Keller, lists in addition to more immediately practical obligations of the school, the following lines in which it should give help to the pupil: planning and carrying out activities for his leisure time; acquiring a love of reading; acquiring interests, appreciations, and hobbies; selecting and practicing desirable social and economic habits; acquiring desirable social attitudes and working ideas. These are activities in which the library should prove itself indispensable. The schools are new, however, and it is evident that few libraries have as yet worked out lines of intensive cooperation.

The objection may be raised that it should be the function of boards of education to provide library facilities for these schools, and that the school library can cooperate with continuation school teachers more effectively than the public library. Possibly a cooperative plan would be the ideal arrangement, the board of education furnishing permanent school or classroom libraries for supplementary class work, and the public library providing books of recreational and inspirational nature which will provide extracurricular reading and help to cultivate permanent reading habits. Since the part-time school is avowedly utilitarian in nature, is there not a distinct obligation for the public library to assist in the development of cultural interests? The Federal Board for Vocational Education, in its bulletin on *Part-time schools*, states: "A library established in a part-time school should not be accepted in lieu of the public library. Pupils who have left the regular school for some employment must depend upon libraries almost entirely for general information, and in many cases for technical information which is invaluable in assisting them to advance to better-paid positions." Franklin J. Keller, of the East Side Continuation School of New York City, says in a letter of April 28, 1926: "The function of the continuation school is not to duplicate the activities of the other state and private social agencies, but to stimulate working boys and girls to use them not only while in continuation school but throughout their adult lives. They are much more likely to do this if they are brought into contact with the public institution as it exists rather than an imitation of it in a school building."

Few continuation schools as yet are provided with libraries. This makes the present obligation of public libraries the more pronounced.

Types of library service. In several larger cities there are excellent types of cooperation. The New York Public Library is making a very systematic attempt to establish connections with each of the eleven continuation schools and four annexes of that city, and affords an illustration of how the part-time student may be encouraged and trained to use the public library. One librarian now gives her entire time to the work with these schools and, by a carefully worked-out schedule, the Schools Department attempts to reach all classes by visits from a library representative and by stimulating book talks. After one visit seventy-five per cent of the students in the class visited the library voluntarily. Class groups are sent to the nearest branch library, usually for two-hour periods, for introduction to its resources. One school gives to every registrant an explanatory folder which includes a page recommending certain good books for reading. The student is required to write down five titles chosen from this list, together with the name of the library nearest his home, secured from a list of branch libraries furnished by the public library. "The psychology behind the idea is sound: that the possession of certain titles for which one may ask will give a sense of familiarity no matter how strange the library may be." The library furnishes printed cards of introduction for the continuation schools to distribute among their pupils. Presentation of these cards at the library does away with many technical difficulties and insures a special welcome for the student. One branch library has an alcove in the adult department set aside for older boys and girls. The collection here is kept as informal and attractive as possible; there is "no disconcerting tag across the top"; red tape is abolished, and "stories, plays, biographies, and books of handicraft tumble in together." In an unpublished report on continuation schools in New York, Amelia H. Munson makes the following significant comment:

> The teachers in the various schools, shop teachers included, seem extremely appreciative of all our efforts. They have tried to supplement the work by placing posters in their classrooms to encourage reading, by using job sheets about books and magazines, and by discussing stories with the boys and girls. Those who bring groups to visit the library are invariably glad to come, and present the occasion to their classes not as a compulsory expedition, but as an acceptance of a delightful invitation. . . . There are as varied reading tastes as there are jobs, but seldom indeed does a boy fail to find something of interest to him in the library. Their liking for books

has been a revelation to the shop teachers and a delightful incentive to those of us who are working with them.

In Milwaukee the public library has established a complete branch in the large central continuation school, with three librarians devoting full time to the work. Twelve special substations have been installed in the classrooms and books are there circulated freely. Every book in each classroom collection is an approved book and has assigned to it a definite number of credits granted for its reading. Twenty-five credits entitle the reader to a certificate and one hundred credits entitle him to a diploma. At least twenty-five of these credits must be granted for reading carefully selected non-fiction. A plan for cultivating reading tastes and interests among the students has recently been worked out, after careful consultations with the teachers and full consideration of the special needs of the school. Reading courses on selected subjects are being developed, unusual care being exerted to make the lists attractive in subject matter and type of book. One of the three librarians spends her entire time in personal consultations with teachers and pupils, in book talks to the classes, in receiving book reports from individuals reading for credit, and in selecting and securing books suited to the special requirements of the pupils as needs arise. Borrowers' cards, which can be used throughout the entire library system, are issued, and the pupils are urged in borrowing books for home reading to use the main library and the branch libraries nearest their residences, as well as the school branch.

The St. Louis Public Library has established a station at the Jefferson Vocational School expressly for service to continuation school pupils. A recent unpublished report on the work of the library from the principal of the school states very admirably the purpose of a library in such a school: "The aims of the library work are to develop a taste for good literature; to stimulate the imagination; to train the pupils' outlook on the world; to enlarge their vocabularies; and to enable them to make use of their leisure in a pleasant and profitable way."

Both in Boston and Chicago the continuation schools of the city are furnished with deposit collections from the public library. In Chicago these collections are selected by the teachers themselves and are placed in a central location in each school, being administered from that point. The teachers stimulate reading in various ways and encourage the use of the public library. At least three continuation schools in Chicago devote a definite period each week to the cul-

tivation of reading tastes. This period is aimed primarily at the stimulation of home reading.

Library assistance to teachers. The library has a rare opportunity in helping teachers in continuation schools to meet their difficulties in this new and developing field. The pedagogical problems presented by this type of school are necessarily distinct. Teachers with proper qualifications are as yet extremely scarce, though most states now have some plan for training teachers of trade and industrial subjects. Here, as in all lines of library activity, a primary requisite is an adequate supply of adaptable books. The provision of suitable vocational books for the type of mind prevailing in the continuation school is a matter of great importance. Most libraries are still weak in literature of this class, even in fields where such books are available. Library publications in general provide as yet slight guidance in selection of vocational books for young workers. Provision of books of cultural and recreational type is less difficult for most libraries.

With the teachers in the continuation schools the burden of proof that the library can help will rest on the librarian. If the library can furnish suitable and adequate material, there are indubitable opportunities to supply professional helps, classroom collections for supplementary reading, and aids in selection of books for extra-curricular reading of students.

Work with the students. The most effective library work with these schools can probably be done directly with the pupils. There will be found a considerable number who are anxious to advance themselves in their vocation and who will be eager for the up-to-date trade magazines, catalogs, and books which the library should furnish. Others with a genuine desire for good books will welcome library guidance in the use of leisure time. A natural method of approach will be through visits to the classes, with stimulating talks about library resources and invitations to visit the library. Once the teacher has been convinced that the library can effectively assist in the work of the school, it will be possible to arrange a period for the classes to visit the library.

These visits, more perhaps than any others, will require most careful preliminary preparation in the library. The teacher must not feel that precious time has been wasted, and the brief contact with pupils must be made to count for as much as possible. Such visits will be the most effective means of giving an inspiring bird's eye

view of library possibilities in the way of practical and recreational reading.

Very important will be the provision of deposit collections for classroom use, as many of the part-time students have no free time other than the period or two allowed for actual class work. This gives them no opportunity to use a library while in the school building. Satisfactory service can no doubt be given by the branch library in the continuation school, such as has been established by the Milwaukee Public Library. The success of this plan will depend largely on provision by school authorities for definite library periods as a part of the regular school program, and careful working out of plans between teachers and the branch librarian.

The attitude of the librarian. The fundamental requisite will be an alert, sympathetic, and interested attitude on the part of librarians themselves. One librarian speaks very emphatically of this necessity:

> It is of no use to visit classes in school, to meet groups from the schools in libraries and attempt to arouse them to an interest in books, if they are to be met with only wariness and tolerance when they gain the courage to approach individually. It is natural to prefer the ready-made reader, and to cater to one who shows an aristocratic taste in the selection of books. But if nothing else, an instinct of self-preservation should restrain us. If we neglect so large a part of our potential reading public, we are courting our own destruction.

A well-known public educator in this country voices the same feeling when he says: "The average humble citizen is going to feel himself ill at ease in a library where the high priestess is an Iphigenia in Taurus."

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WORK WITH THE FOREIGN BORN

Educational work with adult immigrants is assuming greater importance in the minds of well-informed sociologists and educators. The work implies more than Americanization in the narrow sense of the term. It is more than a training for citizenship, and more than a campaign against illiteracy, despite the too general acceptance of such interpretations. It is an attempt to enable those of foreign birth to live happily and intelligently as citizens of their adopted country and to make the real America coincide more nearly with the ideal America of their preconception.

Type and extent of immigrant education work. Among our 14,000,000[1] foreign born, all degrees of education and all kinds of vocations are found. Many states are making earnest and well-organized efforts to meet their varied needs. The new idea in work with immigrants is to offer educational facilities at a time and place most convenient for the group to be served and of a character best suited to the diverse elements of the group. This means that the old evening classes are now being supplemented by all-day schools for foreigners, by classes meeting in factories, homes, community houses, and fruit, lumber, and construction camps. Every state seriously engaged in immigrant education is emphasizing the necessity for teacher training for this work, and fourteen states now offer special training courses for teachers.

Volunteer organizations are actively supplementing the work of the schools. The Young Men's Christian Association, Young Women's Christian Association, National Catholic Welfare Council, National Council of Jewish Women, Young Men's Hebrew Association, as well as numerous churches, clubs, chambers of commerce, and industrial plants are engaged in immigrant education work of varying effectiveness. The present tendency, however, is toward a decrease in these volunteer activities. Notwithstanding the apparently wide extent of this work the *National survey of state programs of adult elementary education*[2] points out that we are reaching but a small per-

[1]National Education Association. *Research Bulletin*, 1:28–45, January, 1923.
[2]U. S. Bureau of Education. Bulletin 1925, no. 36, p. 5–10.

centage of our foreign born with publicly provided educational facilities. Replies from forty-four states indicate that at present only 1,310 communities are conducting adult classes under public auspices, and in twenty-five states reporting, only 286,000 students were enrolled in 1924 in classes for adult illiterates and adult foreign born. In addition to these 286,000, it is estimated that there are probably 50,000 enrolled in states where state leadership is not yet furnished. Even Massachusetts, with its excellent Americanization program, enrolled only 32,000 adult immigrants in classes in 1924, though there were in that state, according to the 1920 census, 135,720 foreign born illiterates ten years of age and over.[1]

The library and the immigrant. Libraries have long been aware of the service which books can render both in educating the adult immigrant and in orientating him in his new home. It is not the concern of this report to go into detail regarding methods of library work with foreigners. This is an extensive subject in itself and one which has received considerable attention from librarians already. It is, however, a distinct feature of adult education work, although the dividing line between general library work with the foreign born and that which can be considered as distinctly educational cannot be sharply drawn. Constantine Panunzio, formerly of the Foreign Language Information Service, stated at a meeting of the New York Library Association in 1924 the peculiar worth of the library in this work. "The library," he said, "is more continuous in its service to us than any other institution. Religious institutions, schools, clubs, and organizations of all kinds are more or less sporadic in their efforts; the school devotes at best only a few hours a week, the church even less time, the clubs and other organizations still less to their societal functions. . . . The library, on the other hand, is, quite generally, open throughout the day, the week, and the year."

Methods of reaching and serving the foreign element in the community are now fairly well known to librarians. Accepted and tested channels of first approach to the newly arrived immigrant lie through the detention quarters and naturalization courts. To the foreign population in general the library can speak through the foreign language press, evening, factory, and labor classes, racial leaders, societies and lodges, churches, moving picture theaters and stores in the foreign quarters, pay envelopes, and school children with foreign

[1]Massachusetts Department of Education. Tenth annual report of Division of University Extension. 1925, p. 7.

born parents. Some libraries make a regular practice of home visiting and find that it produces excellent results.[1] It not only serves as a direct means of making friends with the adult foreigners, but likewise adds incalculably to that sympathy and understanding which are so necessary on the part of the library staff. "Homeland" exhibits, which are occasionally featured by libraries, attract the woman of foreign birth, who is the member of the family most difficult to reach. Clubs, forums and discussion groups very frequently use library clubrooms as regular meeting places. In many instances these organizations have been formed through library stimulation.

The progressive library now has a definite procedure for forming contacts with members of classes in English and citizenship. Classroom talks about books and the purposes and resources of the library are given by representatives from the library; deposits of carefully selected books, chiefly books in "easy English," are placed in classrooms; and every class is scheduled for at least one visit to the library during the school year. These class visits are made as informal as possible, and effort is made to impress upon each person the fact that there is little red tape about the library and that his patronage is really desired.

The work done by the Division of Public Libraries under the Massachusetts Department of Education furnishes an example of excellent library commission work and shows what may be accomplished with good state support and an assistant devoting full time to work with foreigners. By means of active field work this assistant has stimulated interest among librarians and trustees throughout the state in the needs of the foreigners. The Division serves as a clearing house of information for libraries engaged in work with immigrants, prepares lists for librarians wishing recommendations for purchase, and circulates traveling libraries in twenty-nine languages. A recently developed plan for inter-library exchange of foreign collections places a greater variety of books at the disposal of libraries with limited book stock.

Desirable developments. The foregoing may give the impression that libraries are already meeting their obligation to the immigrant. It is the exceptional library, however, which is making a consistent effort to form direct contacts with the foreign groups in its community, and to exercise to the fullest extent the opportunity to interpret

[1]Frank, Mary. Exploring a neighborhood. Immigrant Publication Society, 1919. 38p.

the best side of American life. The first essential for the library staff is an accurate knowledge of and sympathy with the immigrant groups. Without this the library is not in a position to meet the immigrant as a friendly interpreter, or to do an equally important service in leading our own people to understand the history and racial culture of the foreign born. True Americanization of the immigrant broadens the horizon of the native born. Until Americans understand and appreciate the immigrants' inheritance and racial contribution we cannot hope for any successful assimilation of the foreign born.

Few libraries give appropriate recognition to the needs of the foreign elements in their populations when planning their book budgets. Books which will assist in the study of English and in gaining an acquaintance with America are essential both for the individual newcomer and for Americanization classes. Equally important is the provision of books in foreign languages for the older person who will never become thoroughly at home in his adopted tongue and for those immigrants who take a natural pride in their own literary heritage.

In order to carry out a satisfactory library program in the education of the adult immigrant, the following lines of activity seem to be particularly important:

A more widespread study and recognition of library responsibility in the problem;

Adequate proportioning of library book budgets to meet the needs of foreign born taxpayers;

Wider extension of state library commission work with foreign born, including more adequate book collections, particularly in the field of minor languages;

Emphasis on the need of books for adults, both in foreign languages and in easy English, which will interpret American life to new citizens.

This will involve more frequent preparation of lists of suitable existing material, as well as stimulating the translation and publication of new material. Few books in their native tongues are available for several large and important foreign language groups. Books on United States history, descriptive material about American life and places, novels and short stories correctly portraying and intrepreting American life, all should be translated into several foreign languages. The A. L. A. Committee on Work with the Foreign Born is making a study of the needs in this field and will no doubt make definite recommendations in the near future.

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SCHOOLS AND CLASSES FOR ILLITERATES

The question may at once be raised as to the place of illiteracy in any library scheme for adult education. Certainly the problem of illiteracy itself is one for state and local educational authorities, but classes for illiterates should by all means be used by the library as an avenue of approach to students as they progresss into literacy. There is as great an obligation to supply books to adult beginners in systematic education as to any other group.

Recent statistics on the extent of adult illiteracy in the United States have forced upon the attention of all educational agencies the existence of an unsuspected situation. The United States census survey for 1920 revealed nearly 5,000,000 self-confessed illiterates, the rating being based on an ability to write in some one language. Of these about one-third were foreign born, almost a million and a half were native whites, and over 1,800,000 were negroes. The census definition of illiteracy has seemed inadequate to the Illiteracy Commission of the National Education Association, which concludes that at least 20,000,000 of our population above the age of ten "cannot effectively use reading and writing in any language in their daily

lives."[1] Army tests revealed the fact that about twenty-five per cent of the men in military service who were examined were unable to read English or to write an intelligent letter.

One of the earliest and most picturesque of the attempts to eliminate illiteracy was that instigated by Mrs. Cora Wilson Stewart in the "moonlight schools" of Rowan County, Kentucky. These schools, organized for the adult mountaineers, were necessarily held at night, and, owing to the state of mountain roads, were conducted only on moonlight nights. The schools have now spread through many counties of the state of Kentucky and have led to the growth of similar movements in several other states. The appointment of commissions to investigate and combat illiteracy, both by state legislatures and such national bodies as the National Education Association, American Legion, and General Federation of Women's Clubs, indicates a widespread recognition of responsibility.

It is fairly evident that libraries have, for the most part, been reluctant to admit an obligation in this field. The situation involves three necessary lines of development. Of first importance is a program of education among the newly literate to overcome the almost total ignorance of what books may mean to them. The ability to function more intelligently as citizens in a democracy is the primary object of the attempt to banish illiteracy. But librarians have also to remember that they may carry to these adult beginners a release from tedium and a vision of an unsuspected world, spiritual as well as material. In the second place it is necessary to provide a carefully selected stock of suitable books. Library service has been greatly handicapped by lack of simple books written for beginners with adult interests. The Kentucky Library Commission cooperated wholeheartedly with Mrs. Stewart in her pioneer work and lent books freely when demands came. But they found a dearth of suitable material and felt a distinct need for library cooperation in the compilation of lists of available books. In the third place it is of special importance that books for these readers be made readily accessible. Because of their unfamiliarity with books and libraries this factor may be of greater consequence than with other groups. The pioneer work done at Berea College may contain a valuable suggestion concerning methods of making books accessible to these people. The Extension Library of the College, first through house-to-house bookwagon service and later through school and community deposit sta-

[1] *School and Society*, 21:248, February 28, 1925.

tions, has done noteworthy work with the foothill people of Kentucky. But here, too, most of the books available were so advanced that outside of popular bulletins and magazines little non-fiction material was suitable. Perhaps in no other field of library work has the lack of appropriate or adaptable reading matter been so keenly felt.

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CHAPTER V

Voluntary Study, Reading, and Discussion Groups

STUDY clubs, reading circles and other voluntary discussion groups exist in all parts of the United States. Probably no other organizations make such varied and heavy demands upon libraries for reference and book service.

Much of this service cannot be classified under adult education. It is evident, however, that associated with the efforts of these local and national agencies there is a vast amount of serious and profitable study. The library service given in aid of this study is necessary and helpful, regardless of how it may be classified.

Study Clubs

Foremost in numbers are the women's clubs. The General Federation of Women's Clubs comprises about 12,000 local clubs with a total membership of 2,800,000; and there is probably an even greater number of clubs which are not affiliated with the national organization. The typical woman's club holds about eight meetings each year. Literature, history, art, and travel are the subjects most frequently considered, but papers are by no means limited to those fields. The use of libraries by women's clubs is the result of an unquestioned need, since books, periodicals, pictures, and clippings are required in the preparation of papers and very few clubs maintain their own libraries.

A common interest in some specific subject is the basis of other study clubs, such as those concerned with painting, music, the drama, child welfare and local history. National, racial and religious ties hold still other groups together. All of these clubs have need of library service and in most instances are dependent upon public libraries.

Discussion Groups and Debating Societies

Distinct from the study club is another group which is drawn together to discuss business, civic, or professional topics. Examples

of this type are found in men's social and discussion clubs, and in groups which meet to consider city planning, public health, social reform, industrial questions, or the promotion of music festivals or art exhibits. These discussions may result in plans for action which will have an important bearing on community affairs and during such campaigns there may be need of research, surveys, and book service. As a rule, however, there is less demand for library service from these groups than from study clubs.

The open forum is returning to public favor but effective library cooperation has been established in only a few instances. The Cambridge Public Library, in 1919–1920, prepared a summary and reading list for each subject to be discussed. These were given wide publicity in newspapers and as reprints. The books were reserved for consultation in the library during the week before the discussion. Such service is possible in many communities and should stimulate serious reading. Taking books to meetings for examination or lending is possible with small discussion groups and forums.

High school and college debaters need little urging to use the library; it is rather a matter of planning to give them satisfactory service without interfering with other readers. Debating clubs are also sponsored by churches, welfare organizations and community centers and the library is an indispensable aid to them.

LECTURES AND LYCEUMS

Despite its obvious weaknesses, the lecture platform is a force to be considered in adult education in America today, because of its potentialities and the vast numbers reached. Glenn Frank estimated in 1919 that from fifteen to twenty thousand communities were reached by lyceums, lecture courses, and chautauquas, with an annual attendance approximating ten millions.[1] Each year one out of every eleven persons in the United States attends some kind of lyceum or chautauqua program. The old lyceum movement, beginning early in the nineteenth century, was a dynamic expression of popular sentiment and need. With the rapid appearance of national organizations and the demand for novelty and change, the lecture has become a commercialized institution, with twenty or more large chautauqua and lyceum organizations and an amazing number of lecture bureaus. Speakers available through these bureaus range from eminent authorities able to present abstruse subjects in appealing, popular form, to

[1]Frank, Glenn. Parliament of the people. *Century*, 98:401–16, July, 1919.

professional entertainers who depend on ephemeral interest for their hold on the audience.

The weakness of the lecture platform is that it is likely to be episodic in subject matter and impermanent in results. Interests aroused do not remain and little independent thinking is stimulated. The hearer is a recipient rather than a participator. These defects are partially obviated by the course of consecutive lectures such as is sometimes furnished by the chautauqua, the lyceum, or a public lecture system like that maintained by the Board of Education in New York City.

There is undoubtedly a need here of library service which has as yet been little developed. The enthusiasm that accompanies the stimulating lecture is for the most part wasted. Many of these transient interests might be directed into permanent channels if linked up immediately with supplementary information on the subject. Short, annotated book lists distributed at the end of the lecture will guide many into further study. A mere mention of library resources at the beginning or close of the lecture will be a sufficient stimulus to those genuinely interested.

More definite service can be offered when lecture courses cover a single subject. In many instances the free lectures offered in New York City have developed into courses of as many as thirty lectures on a specific subject, and with a somewhat stable attendance. The New York Public Library has offered helpful service to these courses. Some of the branch libraries have special shelves for lecture subjects. Lists are prepared, and a few traveling libraries have been sent out for group use. The Grand Rapids Public Library prepares lists of books for the lecture course which the library maintains. The lecturers themselves frequently offer suggestions for the lists and mention them in the lectures.

The lectures on local symphony concerts, offered by the Boston Public Library and the Massachusetts Division of University Extension, are used by the library to inform patrons of the music resources of the library. The printed programs include lists of material which can be found in the library. References include library call numbers, so that service can be given with little delay.

National Organizations Working in Special Fields

Within this group are agencies having library requirements both general and specialized. In certain instances the library function is

to provide literature in response to express demands, while in others it is to join in local, state, or national undertakings for the common good, as, for example, the prevention of disease. Some of the organizations have local study units, while others have no local bodies, except possibly affiliated groups, but carry on a policy of public education which may result in the organization of independent study or discussion units.

Although a great deal of the work done by these organizations is not strictly educational in nature, it is nevertheless highly important from the library standpoint. Close and continued cooperation between national and state library associations and these national bodies for the purpose of meeting their book needs and assisting them in regional work will do much to advance their work.

The National Congress of Parents and Teachers, a voluntary organization actively interested in child welfare and other phases of community service, has a membership of 900,000 men and women. According to its president, complete success of the work of this organization, especially in smaller communities, depends on better library service.

The National League of Women Voters, operating through state and local leagues, is "fostering education in citizenship and supporting and securing improved legislation for women and children." It has created a demand for literature on the practical aspects of citizenship. The executive secretary of the League suggests library cooperation through the preparation of bibliographies on subjects of current interest, reference collections on governmental questions, collections for use in preparing debates, and traveling library collections on special subjects to be mailed to those not having adequate local library facilities.

The American Red Cross with an enrollment of 3,103,870 adults and 5,838,648 juniors reaches even the smallest community, and in addition to its relief work carries on a campaign for the improvement of public and personal health. There is a reserve force of 42,000 Red Cross nurses, and public health nurses are maintained by 845 Red Cross chapters. In 1925, 51,121 students were instructed in home hygiene and care of the sick, and, in addition, 31,430 school students were under instruction. In the same year, 146,837 persons were instructed in first aid by the surgical staff of this organization. In many instances the local chapters are effective agencies for general community welfare. The free publications of the Red Cross have

hundreds of thousands of readers, but they are not presumed to be adequate for all purposes in the fields they cover.

The Drama League of America, with thirty-six local centers and an individual membership of between 9,000 and 10,000, has a nation-wide program for the promotion of good drama. It encourages study of the drama through preparation of printed study courses, the monthly publication of *The Drama*, and publication of good plays in the Drama League Series. It stimulates public support of the better drama by awarding prizes for good plays, distributing thousands of propaganda circulars, and publishing recommended lists of plays and pamphlets on play production. Cooperation between the Drama League and libraries has done much to improve the drama sections in libraries, but the work of the League is still considerably handicapped by lack of books in communities where interest has been awakened.

This list of organizations engaged in special fields might be extended indefinitely. Mention can be made here of only a few others, such as: the National Committee for Mental Hygiene, the National Health Council, the National Education Association, the Playground and Recreation Association of America, the National Conference of Social Work, the Federal Council of Churches of Christ in America, the Boys' Club Federation, the National Federation of Settlements, and the Council of Jewish Women. These will indicate the breadth of interest represented by national organizations which depend in varying degree on adequate library service.

Welfare and Church Agencies

The religious, social and educational work now carried on by welfare organizations makes their contacts more numerous, and in an educational sense more important, than when their service was more restricted in scope. Within the influence of these organizations are many of the under-privileged who make the best use of whatever opportunities they find. The work of a few of these organizations is referred to in Chapter IV of Part Two.

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See also references on semi-philanthropic classes, p. 160, preceding chapter.

CHAPTER VI

Institutional Groups and the Blind

Hospitals

AS A RESULT of library service in army and navy hospitals during the late war, librarians have come to realize the importance of providing library facilities for the sick. In fact, such pioneers in hospital library work as the Massachusetts General Hospital in Boston and the McLean Hospital at Waverly, Massachusetts, pointed the way with successful service many years before the war began. There is no reason, except lack of funds, why the physically disabled members of the community should not receive as careful service from libraries as is offered to those who are well.

The experience of librarians, as well as testimonials from physicians and hospital superintendents, show that books are now accepted as positive therapeutic aids in convalescence. Dr. C. H. Lavinder of the United States Public Health Service, in an address at the 1922 conference of the American Library Association, made the following statements: "A well conducted hospital library service is a therapeutic agent of no mean importance and would be so recognized by any modern medical man. It is an agency which renders great assistance in creating among patients a mental attitude which permits better adjustments to hospital environment, and also helps in the creation of a beneficial atmosphere. It may be said, therefore, that it assists in hastening convalescence and restoration to health."

Many large hospitals such as the Bloomingdale in White Plains, the Lakeside in Cleveland, the Massachusetts General in Boston, and the McLean in Waverly, Massachusetts, maintain their own libraries with carefully selected book stock and with trained librarians in charge.

Hospital service from public libraries. The majority of hospitals, however, must for some time to come depend on the nearest public library or on the state library commission for library service.

The idea of providing hospital book service from the public library is rapidly gaining ground. This service usually consists of a small book collection placed in the hospital and supplemented by

occasional loans from the public library to meet special requests. In one typical system regular bedside service is given to all patients who are able to read. Twice a week the hospital librarian goes through wards and private rooms distributing books and magazines and taking notes of special requests. The service is used by the hospital staff as well as by the patients. Experience shows that the amount of reading done in hospitals is very much greater than in ordinary communities. Instead of five to ten books a year per capita, the average will often be twenty-five to thirty. It is the opinion of hospital librarians that to do this work adequately a full-time librarian is needed for every 700 patients. Volunteer readers and workers from Americanization committees may be called in to supplement the work with blind and foreign born patients.

Possibilities for adult education in hospitals. Hospital librarians, speaking from the vantage point of practical experience, are quite emphatic in their statements regarding the possibilities for adult education work in the hospital, though they point out that this must of necessity be regarded as a by-product. The patient is in the hospital primarily to be cured and only secondarily may he be regarded as a possible candidate for further education.

Rose A. O'Connor, hospital librarian at the Sioux City Public Library, writes: "I am thoroughly convinced that there are possibilities without number for real educational work at the hand of the hospital librarian. There is always among our patients the seeker after knowledge and it takes but a little time on the part of the librarian to find the means of opening the way."

Elizabeth Pomeroy, library supervisor of the United States Veterans' Bureau, says: "Much more serious reading is done in the Government hospitals than those unfamiliar with our work suppose. Some of our men are carrying on correspondence course work while receiving treatment and depend upon the library for supplementary reading and reference. . . . The librarian can be very helpful in directing courses of reading for the man who wishes to study and should be as able in doing this as in selecting an appropriate book of fiction."

Dr. Lavinder, in the address quoted above, also said: "Along with this there goes the opportunity for education. It cannot be doubted that patients are receptive. . . .

"I do not stop to comment on the educational value of such reading when considered in connection with such activities as occupa-

tional therapy and pre-vocational training. Opportunity for reading along certain definite lines with the idea of making use of the information thus acquired in the training of the patient and ultimately fitting him for some particular field of endeavor is obvious."

Much interesting work can also be done with the nurses and internes, and with the hospital employees. Many librarians conduct classes for nurses in "bibliotherapy," pioneer work in this field having been done by E. Kathleen Jones, in the McLean Hospital. In one mid-western general hospital, with a class of twenty-five internes, a whole winter's reading was stimulated by Cushing's *Life of Sir William Osler*, his recommended bedside library of classics, and the various medical biographies and essays to which those books led. No one can compute the results, but a wider view of the medical profession, a finer faith in its great men, and a deeper sense of the doctor's responsibility were inevitable.

A legitimate field for service. There is no doubt that the hospital offers a legitimate field for library service and perhaps for an adult education service. Patients in a hospital have leisure time that may often be utilized to develop a love of books and reading. Two important items in this service, however, must be given close attention if the work is to be successful.

In the first place, greater emphasis must be placed on care in selecting books for the hospital library. Many excellent printed lists are now available, but these should be supplemented by advice from competent members of the hospital staff. Gift collections, which have often been the chief source of supply for hospital libraries, require careful scrutiny and weeding out.

No less important is the library personnel that is to administer the service. The place of hospital librarian can not be satisfactorily filled by junior assistants or willing volunteer workers. Perrie Jones, speaking on this point at the 1923 conference of the American Library Association, said: "The hospital librarian's training must be more than library school training; it must be as specialized as a psychiatrist's. It should include, I believe, courses in anatomy, psychology, social sciences, hospital ethics, the book as a therapeutic agent, and many others."

A special course for hospital librarians is now being offered by the University of Minnesota. The trained hospital librarian who is a specialist in bibliotherapy and qualified to give personal guidance in reading and study can render a service of the finest professional type.

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PRISONS AND ELEEMOSYNARY INSTITUTIONS

In progressive state and charitable institutions for dependents, defectives, delinquents, and serious offenders against society, the remedial and educational value of books is generally recognized today. This is particularly true of reformatory and punitive institutions. A United States Bureau of Education Bulletin makes this unqualified statement:[1]

> Reading, therefore, should be regarded as the chief reliance in all efforts to increase the knowledge, correct the reasoning, and improve the conduct of men segregated from society. If the men cannot read they should first of all be taught the art, not as an end in itself, but as the most important means to the end in view. . . . Good books must be regarded as the chief reliance in promoting reformation. . . . One of the most important functions of the school is to fit inmates to use the library in the most beneficial way.

Some prisons now permit their men to follow correspondence courses, and many give the prisoners practical training in some trade or vocation, either in prison school or shop. Books to supplement this training will greatly increase the interest of the men in their work and will likewise give them a glimpse of the resources at their disposal in public libraries after their release. In addition to their significance as a rehabilitating force, the recreational and inspirational value of books would seem to be just as important in institu-

[1]U. S. Bureau of Education. Schools for adults in prisons, by A. C. Hill. Bulletin, 1924, no. 19, p. 31.

tions where enforced segregation means hours of solitude and inactivity.

A well-selected stock of books is also necessary in correctional institutions, and in homes and schools for defectives and dependents. In reformatories and institutions for delinquents, contact with the library, coming to many for the first time in their lives, will not only provide needful diversion, but will stimulate mental growth and develop reading habits which will, in many cases, carry over into the difficult period following release.

There seems to be general agreement among those familiar with the libraries in these institutions, that there is a hearty response to opportunities for reading as a means of recreation and educational advancement. Florence R. Curtis says she has found boys in institutions for delinquents "voracious readers."[1] A survey of institution libraries in the United States made in 1916,[2] showed that in thirty-five industrial and reform schools ninety per cent of the boys and girls used the library, and that in the seventeen reformatories reporting, eighty per cent of the inmates made use of the library. This would indicate in these institutions a high level of desire either for entertainment or for educational assistance.

Library status in institutions. That library service is needed in reformatory and charitable institutions is shown by the following statement from the National Society of Penal Information concerning actual conditions:[3]

> As the function of the prison is primarily, if not exclusively punitive, it is not surprising that little or no attention is paid to the education of the inmates. In most of the state prisons there are elementary classes in which illiterates are instructed in the rudiments of English and arithmetic, but rarely do we find anything more. In some the prisoners are not even permitted to subscribe to newspapers or magazines, and the prison library is almost inevitably a grotesque collection of discarded and inappropriate books. There is a total lack of intellectual stimulus in the American prison.

The situation in jails is worse, if possible, than in prisons, because of the almost total lack of occupation and the resulting idleness.

[1]Curtis, Florence R. Libraries of the American state and national institutions for defectives, dependents, and delinquents. University of Minnesota. Studies in the social sciences, no. 13, 1918, p. 20–22.

[2]—— A survey of institution libraries in the United States. *Library Journal* 41:475–78, July, 1916.

[3]National Society of Penal Information. Handbook of American prisons. Putnam, 1925, p. 12.

Among punitive institutions, jails have lagged far behind in giving attention to library service and book collections of any sort are extremely rare in county and city jails. The opportunity for constructive study is naturally less than in the prison, owing to the limited duration of stay. As many people are detained for several months, however, a satisfactory book supply, furnished either by a jail library or by an outside library agency, would afford many an inmate a chance to use dragging hours to some real purpose, and even, under guidance, to pursue a definite course of study.

In some cities the public library has assumed the provision of books for jail inmates, hoping that a demonstration of the value of such service will lead to installation of libraries by jail authorities. The Chicago Public Library has for several years systematically furnished book collections to the Cook County Jail and other correctional institutions of the city. These collections are made up from duplicate gift stock, magazines, and selected library discards. The Brooklyn Public Library, through its Extension Department, gives regular library service to the City Prison. Once a week two library representatives visit the prison during the noon exercise period. Books are displayed on a table and the prisoners are allowed to select as many books as they wish. Textbooks and technical books are most in demand, though there is an extensive use of books on civics, elementary American history, and English for foreigners. The St. Paul Public Library gives weekly service to the Ramsey County Jail, which has resulted in a change of attitude on the part of the wardens. Starting with a spirit of mere tolerance they have come to welcome the library service. With the advent of books the problem of discipline has been simplified.[1]

With the exception of jails there are few institutions which do not include in their equipment a collection of books. Inadequate supervision and indifference toward the type of book placed in collections are, however, too often the rule. The "library" is apt to be an unattractive assemblage of antiquated volumes, most of them insipid if not actually harmful, and made up of discards from the attics of thoughtless donors. A recent survey of thirty prison libraries[2] indicated that but five depended exclusively on purchase

[1]Buell, M. W. Library service at the Ramsey County Jail. Minnesota *Library Notes and News*, 8:142–44, June, 1926.

[2]Hoffman, B. L. Should the prison library have a place in the prison budget? *Library Journal*, 48:849–51, October 15, 1923.

for their books and only three made regular provisions for the library in their budgets.

The 1916 survey of institution libraries mentioned above showed the following status of book purchase in institutions other than prisons: out of eighty-nine schools for blind and deaf, ten reported annual library appropriations; among forty-seven institutions for feeble-minded, eight had no library facilities and but four had annual library appropriations; and out of thirty reformatories, seven had annual library appropriations. The inevitable conclusion is that the well-selected, intelligently administered institutional library is still the rare exception.

Needed developments. While for most institutional readers books are primarily a source of recreation, there remains an educational aspect in the matter of book service. In all institutions for normal-minded adults there are some individuals who wish to make really constructive use of their time. Purposeful reading should therefore be encouraged, whether considered from the point of view of service to the individual inmate, or of service to society as a whole.

Among developments necessary to make the library in reformative and charitable institutions the educational, corrective, and recreational force it should be, the following seem important:

1. *Adequate supervision.* This may entail the appointment of a supervising librarian under the state board of control, an arrangement which exists in some states, or legislation enabling the state library commission to assume supervision of such libraries. The ideal plan would include for each major institution a trained librarian "of unusual ability and much more than ordinary tact and human sympathy." Fairly satisfactory arrangements have been worked out in some institutions whereby responsible inmates are trained to do the library work under supervision, but this plan is less satisfactory than the personal guidance made possible by the regularly employed, trained librarian. The excellent work done by chaplains in some prison libraries cannot be too highly commended. However, for the chaplain, supervision of the library is a duty added to an already crowded schedule and cannot result in the personal guidance which a full-time librarian would give.

2. *Provision for annual library upkeep in the institutional budget.* This would insure an up-to-date collection of books, pictures, and magazines. The power of suggestion in clean, attractive books, reinforced by new purchases at frequent intervals, can hardly be over-emphasized. Up-to-date books, particularly on vocational subjects, are especially important for educational work in prisons and reformatories.

3. *Access to the library during certain hours of the day.* In order that books may exert their fullest influence the inmates of the institution should

have access to a sufficient number to allow some latitude in choice. In prisons it may not be possible to permit a large number of the prisoners to come to the library to make their own selection of books, though this practice has never yet been given a fair trial. Experience has demonstrated, however, that in correctional and eleemosynary institutions access is not only desirable, but feasible. It is a rare individual who will not respond in some measure to the influence of a browsing period in a quiet, attractive room. As far as adequate administration can permit, this plan, already in practice in some institutions, should be installed.

4. *Standardization of methods.* Closely connected with the matter of adequate supervision is that of conformity to standards. An adoption of uniform methods of library technique among institutions of a similar type would make possible, as has already been demonstrated in some states, a free inter-library loan system and would obviate the expense of continued experiment in individual institutions. Careful consideration may well be given to the suggestion made recently by the A. L. A. Committee on Institution Libraries that a central bureau of prison libraries be established to supervise standardization, carry on organization work and serve as a central book selection and classification agency.

5. *Demonstrations.* There should be a series of well-planned and well-financed demonstrations of what can actually be done with adequate library facilities in various types of institutions.

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LIBRARY SERVICE TO THE BLIND

A type of library service quite different from any hitherto discussed is the providing of books for the blind. Although there is a growing tendency to consider the needs, tastes, and characteristics of the blind as identical with those of any normal group of people, the fact remains that there are many problems and handicaps

peculiar to this type of library service, due chiefly to limitations of book stock and to physical disabilities of clientele.

It is obvious that the reading tastes of the blind person are not different from those of other people. Mental characteristics are not altered by loss of sight. The demand for reading matter among the blind is as varied as in the average public library. The difference, if any, lies in the fact that satisfaction of individual tastes is of greater consequence to the blind, because of the narrower range of their facilities for recreation, self-instruction, and inspiration.

According to the 1920 census there were 52,567 totally blind persons in the United States. This figure is considered much too low and the estimate generally used is 80,000. Of the 52,567 reported by the census, a large majority were of adult age. Over 16,000 had lost their sight after reaching the age of forty-five. This group presents special problems, as the difficulty of learning to read embossed type is much greater for them and despondency must more often be overcome. Those with reading tastes already formed have read many of the standard books and therefore tax more severely the limited stock of books for the blind.

Problems and handicaps peculiar to work with the blind. The greatest handicap for library service to the blind is this paucity of books. One factor largely responsible for this has been the existence of five different systems of embossed type, each claiming distinct merits and each responsible for much duplication in titles printed. Libraries making an effort to supply books to the blind were compelled to consider all five systems, as patrons were often familiar with but one of them. The recent adoption of revised Braille, grade 1½, as the standard American type, will in time remedy this difficulty. Several printing presses are now limiting their output to revised Braille, and all are producing this type in excess of any other. It is possible, however, that the old Moon type will never be abandoned entirely, as facility in reading this type is more easily acquired by the adult who becomes blind late in life.

Another factor which limits the output of books for the blind is the great cost of production. The sale price is so high that few individual readers can afford to purchase books for themselves. Sales are hence largely confined to libraries and schools for the blind, and often do not exceed 100 to 150 copies of a given title in ten years. Because of this limited demand the publishing of books for the blind can never be commercially profitable. Printing of such

books will probably remain a private venture, subsidized by the federal and in some cases by state governments, and depending to a great extent on private gifts.

These handicaps have hampered the output of books in raised type. Harry Best estimated in 1919 that there were less than three thousand titles in the United States, not including pamphlets and magazines.[1] This number has been increased by several hundred since the adoption of revised Braille. But with reading interests extending over as wide a range as those of ink print readers, the blind are distressingly handicapped in the few thousand titles at their disposal. There are only about a dozen magazines published in embossed type, and of these none is devoted to music. This lack of a musical magazine is serious, since fifteen per cent of the self-supporting blind in the United States[2] earn their living through music.

For the individual library the number of titles available is frequently increased to a considerable extent by hand-transcribed books. The American Red Cross has been particularly active in establishing classes where the transcribing process is taught. Hand-copied books have proven very popular with blind readers, as titles chosen for transcribing are nearly always those most in demand among recently published books. Large libraries which maintain a collection of books for the blind frequently employ an assistant for copying purposes. The process has been greatly facilitated since the perfection of typewriters for revised Braille and Moon types.

Library facilities available for blind readers. Owing to the cost of books for the blind it is not surprising that there are not more than seventy-five libraries for the blind in the United States, and of these less than twenty are rendering active public service. Small collections are quickly exhausted by their readers and fall into disuse on the shelves of the library. Many of the libraries serve only a limited clientele. Those located in schools for the blind are frequently maintained only for students and former students of the schools, and are made up largely of textbooks. There are but few large or noteworthy collections which offer any considerable assistance to smaller libraries. Those having the largest circulation are in the Library of Congress, the New York Public Library, the Philadelphia Free Library, the Chicago Public Library, the California State Library,

[1] Best, Harry. The blind. Macmillan, 1919, p. 436.

[2] *Outlook for the Blind*, 19:37, June, 1925.

the New York State Library, and the Perkins Institution for the Blind at Watertown, Massachusetts. Most of these collections give nation-wide service, though there is a tendency, as more large collections are developed, to limit the territory served by a single library. The Library of Congress, for instance, has withdrawn its service from the Pacific Coast and the northeastern United States, where facilities are fairly adequate. The California State Library serves the western states with an annual circulation of over 30,000. The Chicago Public Library in 1925 circulated over 33,000 volumes through the Middle West and southern states. The St. Louis Public Library acts as a regional library for Missouri and surrounding states. The Pacific Northwest is served by the public libraries of Seattle and Portland. The Louisville Public Library sends books upon request to any point in the South. In Canada the most important collection is the Library Department of the Canadian National Institute for the Blind at Toronto. Collections are also to be found in Halifax, Brantford, and Montreal.

The franking privilege, given by the federal and provincial governments to literature for the blind, enables libraries to give mail service to readers without expense for postage either to the library or to the borrower.

Cooperative work for the blind. Several forms of cooperation now tend to simplify library work with the blind. Most important is the work being done by the American Foundation for the Blind.[1] During 1924–1925 the Foundation secured the embossing and printing of 1,320 volumes. It acts as a clearing-house and so prevents duplication of titles printed by the various publishing houses. Its Bureau of Research is making a scientific investigation of methods of printing, make-up, and format of books for the blind, and will no doubt bring about a standardization which will be of great interest to libraries. It publishes a quarterly magazine, the *Outlook for the Blind*, in which appears regularly the "Booklist of Braille books," prepared in cooperation with the American Library Association Committee on Work with the Blind.

Another venture of importance is the cooperative arrangement between the American Library Association committee and the *Ziegler Magazine*, whereby a list of all books available in revised Braille appears from time to time in that magazine. The *Ziegler Magazine* is sent free to the blind all over the United States.

[1]American Library Association *Bulletin*, 16:221, July, 1922.

The Messenger to the Sightless, a quarterly published by the New York State Committee for the Blind, is issued both in New York point and ink print. It features regularly lists of new books for the blind added to the collections of the New York State Library and the New York Public Library.

The Pacific Northwest Library Association published in 1922 a union catalog of books in embossed type in the libraries of the Pacific Northwest, as the first step toward centralizing the work in that region.

Needs for further development. There is urgent need for a greater variety of books in embossed type. Methods for bringing the blind reader and the book together are now fairly well developed, but the reader with discriminating taste too often confronts the situation of having exhausted suitable resources. This situation is scarcely comprehensible to the reader with normal sight who is so overwhelmed with the flood of books that the mere matter of choice becomes a serious problem.

There is obviously a need for a comprehensive plan of development for libraries for the blind. Such a plan would look toward the establishment and building up of a greater number of large collections, perhaps ten or twelve in all, each equipped to serve as a designated regional library. There are at present extensive areas which have no satisfactory resources for blind readers within a radius of hundreds of miles. The small library or the individual desiring continuous book service is greatly handicapped by waiting for mail service from one of the regional libraries perhaps a thousand miles distant. These libraries should all make ample provision for the demands of the general reader, but there may well be included in the plan a careful scheme for specialization, whereby certain libraries agree to specialize in music, for example, others in science, and others perhaps in art, and to make such collections available for any reader in any locality.

Another needed development for adequate service to the blind is the perfection of methods in individual libraries for reaching blind readers. When Edward Endicott took up his work in the Department for the Blind of the St. Louis Public Library, he discovered that many blind people of the city were familiar with the resources available to them in Washington, but did not know that their own city library would mail books directly to them by parcel post. An active information service is needed in libraries for the blind, for the purpose

of seeking out and establishing contacts with possible readers throughout the entire section served.

One lack which cannot be over-emphasized is a supply of books in the different fields of knowledge which will make it possible for the blind reader to develop a chosen subject with some thoroughness. Too often there is a keen interest which cannot be satisfied because only one or two books on a subject of the greatest importance to the reader, and frequently no books, are in raised print. A blind reader writes despairingly of having checked a list of embossed books in an effort to find "solid reading matter" corresponding somewhat to that which he obtained from libraries before losing his sight. He found many juvenile and fiction titles, but only a few college textbooks on the particular subjects which interested him; treatises of a higher grade were not available.

There are undoubted possibilities for adult education for the blind through reading courses, as, for example, some of those in the Reading with a Purpose series. Plans have already been made by the American Red Cross for having a few of these courses and the books recommended in them hand transcribed. Such projects are deserving of all possible support. While the number of readers who would follow such courses would be small, society's obligation to that number is unmistakable.

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CHAPTER VII

The Fine Arts and Museums

Fine Arts

THERE is no reason," says Glenn Frank, "why beauty should speak a foreign tongue." As a people, we are becoming increasingly conscious of a need that it should speak a language which can be understood by everyone. It seems worth while, therefore, to consider the contribution which the library can make to a fuller enjoyment of life through the growing interest in the arts.

This interest is finding expression in community life through the Better Homes movement, city planning commissions, municipal theaters, pageants, community dramatic and musical activities, in National Music Week, in better design and color in domestic and commercial art, and in greater attention to the arts in the public press. Art museums report increased attendance, public art lectures and concerts reflect a strong popular appeal, while a syndicated press story brought 15,000 individual requests for an art booklet published by the American Federation of Arts. The Carnegie Corporation of New York has recognized this very apparent interest on the part of the people and is sponsoring a systematic survey of the place occupied by the arts in American life. The American Association of University Women has appointed a committee to study fine arts education and to report a plan whereby the Association may promote the study and appreciation of the fine arts. The Association of American Colleges is conscious of the need for instruction in art appreciation and has worked out a plan for the introduction of such training into college courses.

Groups of art interests. The art interests of a community fall into two distinct groups, the first of which includes professional artists, as well as teachers, students, and serious amateurs whose primary interests lie within the field of some one of the arts. Statistics are not available for the number of art students in the United States, but the 1920 census lists less than 150,000 persons whose occupation could be ranked as art. Toward this group libraries have for a long

time been conscious of responsibility. It is to the second group, the general public, that libraries must give more attention if they would exert an educational influence in the field of the fine arts. For this second group, art education means appreciation rather than skill. It means cultivation of taste in everyday life rather than artistic creation.

The library's function. The cultivation of taste is an intangible thing. No one institution can be directly or wholly responsible for it. The library, however, long recognized as a cultural influence, has in books and printed matter most effective aids in furthering art appreciation among the general public. Libraries have, for the most part, however, given too little recognition to the needs even of the professional artist. Limited funds, small demand, and lack of vision are responsible for the narrow place they occupy in art education. The memorandum on *The place of the arts in American life*, recently published by the Carnegie Corporation, makes this statement:[1]

> Of seventy-four libraries having art galleries, fifty-eight are inactive on that side. A few city libraries, like St. Louis, Chicago, New York, Buffalo, and Worcester, have cooperated with public interests, such as the Better Homes movement, given story hours based on art, held exhibitions, offered their galleries to local artist groups, published bibliographies on art, or held lectures. Such efforts have been few though, and as far as can be discovered, special art collections have never even been adequately listed. As shown by the proceedings of the American Library Association, art interest is here at low ebb. Even the book arts receive scant mention. In its catalog of 8,000 volumes, only 143 are art titles; the supplement of 5,000 shows but 113 more; although some effort was made to remedy this apparent deficiency in the second supplementary catalog of 4,000 volumes by the inclusion of 307. . . . Its book of plans for library buildings makes no mention of exhibition space.

The survey of *Music departments of libraries*, undertaken by the Music Teachers' National Association,[2] shows "a fairly wide dissemination of considerable music libraries throughout the country, with some collections of first rank." It reports a growing interest in the music departments of libraries, but on the whole it finds a discouraging lack of interest among librarians. The General Federation of Women's Clubs, with its program "to make good music popular and popular music good," has adopted for one of its slogans: "A music section in every public library."

[1] Carnegie Corporation of New York. *The place of the arts in American life*. New York, 1924, p. 41–42.

[2] U. S. Bureau of Education. Bulletin, 1921, no. 33. 55p.

These statements remind us of the importance of a field in which the library can very properly extend its service. Its aim should be an active contribution to the creation of a demand for beautiful architecture, tasteful homes, well-planned cities, good music and drama, and fuller enjoyment of life.

In addition to our long-established individual service to artists and students, we should seek greater cooperation with those group activities which are likely to touch the average citizen. A survey of such groups in practically any community will reveal an extensive list of art clubs, private art and music classes, studio clubs, choirs, choruses, orchestras, bands, community theater groups, or more pretentious art and music associations. The library should participate in widespread community activities, such as Music Week, city planning, better homes, pageants, public art lectures, and various movements toward better municipal art. The more help the library can give to amateurs and amateur organizations the nearer will it come to its objective of a higher level of appreciation in the entire community. Daniel Gregory Mason deplores the lack of amateur expression in America. He says that our fear of making fools of ourselves leads to a national timidity in self-expression through creative work of any sort. "If we spent as many hundreds of dollars yearly on forming ourselves into amateur groups to produce music for the creative joy of it as we do thousands on hiring professionals and manufacturing machines to amuse us, we should become a music-enjoying and perhaps even a music-producing, instead of a musically exploited people."[1]

The small library will perhaps be able to occupy a position of relatively greater influence in the art life of the community than the large library in the greater center. The small city or town rarely has an art museum or a civic orchestra among its advantages. What more obvious opportunity for the library, with its acknowledged position in the cultural field, than that of becoming the art center of the small community? To function in art education, the smaller libraries will need to depend to a large extent on outside resources. Traveling exhibits can be borrowed from such agencies as the American Federation of Arts and library commissions, while state libraries in some states can help by lending books, music scores, and visual instruction material. In Iowa the Library Commission has a collection of large,

[1]Mason, D. G. Music and the plain man. *Freeman*, 7:327–29, 399–402, June 13, July 4, 1923.

framed reproductions of paintings which are lent to libraries in the state; in Indiana the State Library is building up an excellent collection of prints and reproductions which are for state-wide use; the University of North Carolina lends phonograph records for club use in connection with its study program on music; and some states have the advantage of special services such as the Visual Education Department in New York State, and the Library Art Club in Massachusetts, which circulates twelve or more sets of pictures each year among its contributing members.

The art of the book. A very obvious activity for the library is to encourage the production of beautiful books. Libraries can give their clientele an opportunity to see books which are real works of art. By frequent displays exhibiting good printing, artistic binding, and illustrations beautifully adapted to the text, they can assist in creating a taste and a demand for books that are more than pages of print. They will find it worth while to offer display space to the traveling exhibit of Fifty Books selected each year by a reliable jury and sent out to museums, libraries, and schools by the American Institute of Graphic Arts. By purchasing beautiful books for adults as well as for children and by insisting on good typography and make-up in books purchased, a library can contribute notably to a higher education in the art of the book. The American Library Association has already taken an important step in this direction by authorizing the appointment of a standing Committee on Book Production, "whose duties shall be to promote the use of better paper and better typography for books of permanent importance."[1]

Types of library service in the fine arts. Scarcely a public library now exists which does not include in its collection a section devoted to art books. Music as a separate subject receives less general attention. Many of the larger libraries now have special art departments with well-qualified librarians in charge, and their collections include not only books, but music scores, sheet music, and picture files built up from an astonishing variety of sources. Some include lantern slides, player piano rolls and phonograph records, and a limited number provide a sound-proof room with piano and phonograph, so that music may be played before it is borrowed. A few libraries have space provided in their buildings for an art gallery where permanent as well as temporary and traveling exhibits are displayed.

Many libraries are now devoting attention to the display of art

[1]American Library Association *Bulletin*, 19:169, July, 1925.

exhibits, both within the library and elsewhere, as at fairs and expositions of various types. Displays within the library are made up chiefly from the library's own picture collections, and are frequently changed. Cooperation with individual patrons, local museums, and other outside agencies often leads to the display of valuable material on temporary loan. The Cleveland Public Library has emphasized exhibits of the work of local artists, finding them one of the most effective means of arousing public interest. Miss Ruth Wilcox, head of the Fine Arts Division of that library, wrote of these exhibits as follows:[1]

> . . . . We have held a number of exhibits of the work of Cleveland musicians, a field untouched by any other public institution, and our success has convinced us that such exhibits would be equally profitable in any other branch of the fine arts. Within the past year, we have held five 'one-man' exhibits of the work of Cleveland composers of international reputation. . .
>
> In each case, we have made the composer's birthday the occasion for the exhibit. Every display has included photographs, biographical sketches, programs, and letters from distinguished critics, as well as representative compositions; in fact, anything which would arouse the public to an appreciation of Cleveland's place in the world of music. . . .
>
> In smaller communities where there is no art museum, exhibitions similar to those held in Cleveland might very well be conducted by the public library. A small town may have no painters, though we venture to predict that every exhibit will bring forth hidden talent. But every town has its craftsmen whose work deserves attention and who will do better work under the encouragement of recognition.

In Brooklyn, Portland, Detroit, and other cities the public library has participated in "Better Homes" exhibits. The Indianapolis Public Library has for two years arranged a booth at the Home Complete Exposition in that city. With "Run your home with books" as its slogan, display of attractive posters, books, and magazines, and distribution of short lists and popularly-worded information about the library, it has felt that a worth while contribution was made to the local Better Homes movement.

Service to groups consists for the most part of work with art and music schools, private classes, and study clubs. Book collections are lent freely to these schools by some libraries; assistance is often given in planning club programs; special bibliographies and reading courses are frequently compiled; art classes visit the library for instruction in use of library resources, and most libraries give reference aid to club members in preparing papers on art and music subjects.

[1]Wilcox, Ruth. The library's responsibility in collecting local art material. *Public Libraries*, 30:355–58, July, 1925.

Activities which contribute to community musical education are featured in some libraries. The Boston Public Library provides lectures, with music, preceding the symphony concerts. These are conducted in cooperation with the Massachusetts Division of University Extension, and are held in the lecture hall of the library. The lectures are given by recognized authorities and printed programs contain extensive lists of aids to study which may be found in the library.

In Detroit, Cleveland, and Portland, the public library furnishes material for the symphony concert programs. Portland and Cleveland use regular space in the program suggesting appropriate books and calling attention to other music resources of the library. Detroit has used six to eleven pages, after the program notes, for book chat about music and the allied arts.[1]

The Cleveland Public Library frequently broadcasts radio talks before concerts, calling attention to help the library can give in appreciation and understanding of the program. St. Louis provides a series of recitals in the library, which are designed primarily to call attention to its music collection. The numbers on the program are selected from the shelves of the library, and the printed program mentions available works by other artists.

The Carnegie Library of Pittsburgh, in order to inform the community of its music collection, held a special Music Week in 1922. The chief feature was a music exhibit at the library, which included scores and books, manuscripts, rare instruments, and numerous prints. Some of the material was lent by local musicians, but the body of the collection belonged to the library. The exhibit was well advertised through the public press, musical organizations, music schools and classes, high schools, branch libraries, and "four-minute" men who volunteered to address local musical organizations. A larger attendance was reported than for any previous exhibit held by the library.

That the smaller or medium-sized library can likewise do important community service in the field of the arts is demonstrated by the effective work of the public libraries at Mason City, Iowa, and Evanston, Illinois. In Mason City, library music hours have contributed to music appreciation and have been satisfactory means of exhibiting books and other music aids. The members of the library staff have followed as a group Daniel Gregory Mason's reading course, *Ears*

[1]Meyer, Amy. Cooperation in the interests of music. *Library Journal*, 47:55-58, January 15, 1922.

to hear, in order to increase their own knowledge of the subject and so be of greater assistance to their patrons. They frequently give music talks at schools and clubs as well as at the library.

In Evanston the library owns an endowed music collection with a regular annual income sufficient to maintain it at a high standard. The bequest was made for the express purpose of popularizing music. The use of the reproducing piano, which has been a feature of the collection since 1909, is free to anyone for half-hour periods. On Sunday evenings it is frequently engaged ahead. The Evanston book wagon, which emphasizes service to the foreign quarters of the city, circulates material from the music collection.

The county library is, in some places, exerting an influence in furthering appreciation of the arts. In California many of the county libraries circulate music scores, phonograph records, and piano rolls. Under the guidance of the county librarian, the Lassen County Free Library, far removed from art galleries, has conducted a weekly class in art appreciation. This work began in 1923 and 112 meetings have been held. Three hundred and thirty-nine artists have been studied; 773 art books, seventy-five per cent of which were borrowed from the State Library, have been read; and 294 colored reproductions have been borrowed from the State Library.[1]

Possible and desirable developments. In planning active participation in the art program of a community the library obviously must make printed matter its chief instrument. Of primary importance, then, will be the building up of its book, music, and print collections. It is doubtful if this can ever be done satisfactorily without setting aside a definite and reasonable portion of the book budget. Art collections which depend on unsystematic purchase and uncertain gifts can never become well-rounded or adequate. Book purchases must be adapted to two types of readers: the one, genuinely interested, who needs only the provision of suitable material for the development of his taste, and the one with potential interest which needs to be stimulated by more popular books brought attractively to his attention.

To enable small libraries to exert an influence in the development of art appreciation and to meet the desire for art and music which exists ungratified in many smaller and isolated communities, library commissions or equivalent state agencies will find it necessary greatly

[1]Ferguson, M. J. California: empire of books—readers' paradise. *Publishers' Weekly*, 119:331, January 30, 1926.

to strengthen their art collections. They will build up extensive files of prints for lending purposes, revise their book budgets to allow for liberal purchase of sheet music and music scores, and as funds permit they may wish to add phonograph records and piano rolls to their lending collections. It seems particularly desirable that they should make available to small libraries, and to isolated patrons, reading courses on art subjects, together with traveling collections of books required for the courses.

A very necessary development, at least in larger libraries, will be the appointment of assistants who have had special art training. Unless the librarians in charge of such work have more than a superficial knowledge of the subjects involved, the departments cannot hope to render service of real educational value.

In developing collections and service in a field which requires a high degree of specialization, it is as important as in any other profession, that the personnel should be constantly alert to developments in their special field.

The administration of art galleries is not ordinarily a function of the library, particularly in cities where there is an art museum. In such cities the librarian should seek close cooperation with the director of the museum, in order to avoid duplication of effort. In planning library buildings for towns and cities without art museums, however, consideration may well be given to the possibilities of the library as an art center of the community. Several libraries, as for example, the Toronto Public Library with its John Ross Robertson Historical Collection, and the Des Moines Public Library, already administer art galleries as a part of their natural function. An exhibition room, or ample space for exhibit purposes, is by all means to be recommended. The building up of an art collection will not always be advisable, but the library should at least have suitable space for the display of traveling exhibits.

Library planning in general is an important factor in connection with this subject. The architecture, interior arrangement and decoration of the library building itself exert a very definite influence upon the community. In larger cities the central building is frequently an object of genuine beauty, while the branch library buildings, which are often real community centers, are too likely to follow a monotonous utilitarian type with little regard for art.

In future planning of library interiors librarians may properly give thought to provision of sound-proof rooms in connection with music

departments, and perhaps to studio rooms with easels, drawing boards, and exhibition space for art students and professional artists.

If libraries are to take the important place which they might occupy in exerting a general educational influence in the field of the arts, it is necessary that individual libraries and library associations work more closely with local and national art organizations. Attendance of librarians at meetings of organizations devoted to art and music education, to the promotion of art interest in the community, or to the professional interests of musicians, architects, and other artists should be mutually beneficial, as it would lead to a more specialized knowledge of the problems and book needs of these organizations.

Conclusion. The opportunity to see beautiful art productions and to hear good music will remain the primary factor in the cultivation of taste and the development of appreciation. Explanatory material, however, which the library is essentially fitted to provide, is likewise necessary to full understanding and enjoyment. By supplying the literature of interpretation and by making available reproductions of art objects where it is impossible or inadvisable to supply originals, libraries may exert a vital influence in art education.

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MUSEUMS

Under the leadership of the American Association of Museums, an organized effort is being made by museums of all kinds, including those devoted to art, natural history, industry, and local history, to "acquaint the American public with the work and aims of museums." Among the projects outlined in their program the following are of particular interest to librarians: (1) extension work—assistance in preparing plans for correlating museum educational programs with school curricula; (2) the establishment of educational councils—to consist of officials of museums, colleges, schools, libraries, and other educational institutions to secure a wise and correlated plan for the educational forces of a city; (3) traveling exhibits; (4) material for exchange and inter-loan. Considering such an organized plan for promotional work and the expressed desire to extend the educational functions of the museum to its maximum, libraries should investigate the possibilities of close cooperation with this educational program.

Needed cooperation between museums and libraries. Although the kinship of libraries and museums has long been recognized by representative authorities of both institutions, there are as yet few instances of carefully planned and well-developed cooperation. Plans for such cooperation are largely in a nebulous state and require the interested consideration of both library and museum directors. It is obvious that mutual service would add to the effectiveness of both agencies. The museum collection, be it ever so carefully planned and graphically arranged, frequently needs books to supplement and complete the story outlined in the exhibit. The museum library rarely includes a book stock extensive enough to permit lending privileges.

Writing in this connection, J. Arthur MacLean, of the John Herron Art Institute of Indianapolis, says:

> I think it is absolutely necessary to have libraries in museums. The curatorial staff is making constant demands for books in connection with its various activities. But I would also like to see branch public libraries established in the museum library so that books of an analogous nature might be there in abundance in connection with the more specialized art books. For instance, travel books are very valuable for a true appreciation of art, and museum libraries will not buy travel books. This then, is a very definite activity which would seem in theory, at least, to be correct.

Some means of providing supplementary books from the public library seems altogether desirable. The most opportune time to

arouse interest in books as additional sources of information is now lost, for the most part, because material is not conveniently accessible.

On the other hand, the museum furnishes a vast store of source material which cannot be found in books. The library seeking to give the best educational service to its patrons frequently will refer students to museums for material which obviously cannot be found in the library or which, as represented in the library collection, is naturally of less satisfactory nature. H. W. Kent, of the Metropolitan Museum of Art in New York, has written on this subject as follows:[1]

> The museum quite logically sends its patrons to the library, but the library feels that it has done its duty when it has supplied its patrons with its works. The library must understand that the museum is its ally, must learn that the illustration of books is as useful as the written word, must understand that some kinds of knowledge are best learned first without books—would better be sought in the subject itself. . . . Free cooperation between libraries and museums will come when the librarian tells the seeker after knowledge about birds to go to the Bronx; the student of electricity to the powerhouse; the one needing esthetic recreation and pleasure, to the museum of art. Then he will find that these patrons will come back again to read more intelligently, if not so steadily.

The traveling museum. The modern museum is giving more and more consideration to the diffusion of information in the fields of art, science, and industry. As an evidence of this we find several progressive museums today featuring the traveling exhibit. Such service is now offered extensively by the Newark Museum Association, the Cleveland Museum of Art, the City Art Museum of St. Louis, and others. The Ryerson Library of the Art Institute of Chicago offers an extension service,[2] including clipped and bound magazine articles, photographs, lantern slides, and color prints, to libraries, churches, schools, and philanthropic associations in the state of Illinois. Upon payment of a small fee this service is also available outside the state. Libraries can, to the mutual benefit of both institutions, furnish display space for these traveling exhibits. To branch libraries and smaller libraries located at a distance from museum facilities, such service could be of inestimable value, since the exhibits not only act as an educational force in themselves but also serve as an incentive to the reading of books on the subject portrayed.

[1]Kent, H. W. Cooperation between libraries, schools and museums. *Library Journal*, 36:559–60, November, 1911.

[2]Kohn, L. E. Extension Service of the Ryerson Library of the Art Institute of Chicago. *Special Libraries*, 13:186–88, December, 1922.

Educational councils. Close coordination of the resources of libraries and museums, to be brought about by the educational councils suggested in the program of the American Association of Museums, could lead to specific educational programs in communities and a wise correlation of material. In 1912 the museums, schools, and libraries of Buffalo, formed an "Educational Union" which served to disseminate information concerning the educational opportunities of that city. Henry R. Howland, at a meeting of the American Association of Museums in 1917, spoke of their work as follows:[1]

> Each of the institutions. . . . has had a series of lantern slides made illustrating its work. These have been joined together to make an interesting and suggestive lecture showing how the freely offered benefits of each institution may be enjoyed, and this lecture is given in all of the night schools of the city, the several members of the joint committee taking turns in presenting it. The result of these endeavors, we believe, is a wider awakening of civic interest in the museums and the libraries themselves and in the work they are doing, and an increased desire on the part of the people to avail themselves of the privileges offered. The effort has seemed worth while. It has not interfered in any way with the work carried on by each institution, but it has brought them all to the people. . . .

Examples of cooperation. In some cities, public libraries and museums are already working hand in hand, and through experiment and conference are developing new methods of cooperation. In Cleveland, for example, the Museum of Art each month sends exhibits of sculpture, pottery, handcraft work, textiles, etc., for display in the library and nineteen of its branches. The Cleveland Museum is a station of the Public Library and has book deliveries twice a week for the use of the Museum staff. In Detroit the Public Library furnishes the librarian for the museum library and lends books freely upon request. In Cleveland an exchange of catalog cards between the Public Library, the Western Reserve Historical Society Library, and the Art Museum Library avoids duplication of expensive books and furnishes a union catalog of art books. The Indianapolis Public Library regularly sends collections of books to the Art Institute for use in its art classes. These books furnish additional copies of titles already in the museum library as well as types of material which do not come within the museum policy of purchase. This library also cooperates by preparing, upon request, lists of material supplementary to that found in the museum library for use in lectures and classes.

[1]Howland, H. R. Value of museums in community cooperation. American Association of Museums proceedings, 1917, p. 29–33.

Further possibilities. Many museums, either because of their natural scope, or through a long-pursued policy of the board of directors, follow a particular and often highly specialized line of interest. Would it not behoove librarians, after close study of the museum collection and in collaboration with museum directors, to emphasize the purchase of material which will augment the museum's usefulness by stressing supplementary rather than identical fields of knowledge? This would seem to be particularly desirable in the small and medium-sized city, where duplication of effort will naturally curtail service to the community to a distressing degree. Librarians will find, among members of the staff of local museums, specialists who can give invaluable aid in book selection. In the purchase of scientific books and monographs curators of the natural history museums will know of the comparative value of rare, beautifully illustrated treatises which the library will wish to add gradually to its collection.

Familiarity with museum collections and collaboration with museum specialists are necessary for the librarian, not only in the problems of book selection, but also in order to give satisfactory reference service to the library clientele. The person beginning a study of local history may properly be directed by the librarian to the resources in the nearby historical museum. The commercial artist with an interest in period design may not have thought of the local art museum as a source of visual aid. Such service will depend on the detailed knowledge of one's community, which librarians have long stressed as a necessity but have too often failed to realize as a fact.

Librarians might well consider the advisability of furnishing to museums deposit collections of books and pictures which could be used in connection with exhibits, and even of establishing branch libraries in museums when conditions are favorable. Thus may books and other supplementary material be readily accessible at the time when keen interest has been aroused by an exhibit or lecture.

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CHAPTER VIII

The Special Library

Scope of the Special Library

CONSIDERABLE evidence points to the fact that special libraries are doing much more in the field of adult education than is usually supposed. We think of the special library primarily as an information and research bureau for the executives and trained employees of business firms or highly specialized institutions. It is quite probable that in the majority of cases this is the chief function of the special library. The 1919 convention of the Special Libraries Association defined a special library as consisting of a good working collection of information upon a specific subject or field of activity, and stated that it might consist of general or even limited material serving the interests of a special clientele, and preferably in charge of a specialist trained in the use and application of this material. The Committee on Methods of the Special Libraries Association included, in its list of special libraries surveyed in 1923, the special collections in agricultural colleges, art schools, theological seminaries, historical societies, medical schools, and clubs of various sorts. Subjects covered comprised general business, finance, industries, technology, professional literature, social welfare, and civics. It is obvious that in such a wide range of libraries a great deal of educational work is being done.

The Business Library; Service to the Firm

Groups served by the business library. Business or so-called "company" libraries will be considered first, as the adult education work carried on by them is less apparent and less well-known. The clientele served by this type of special library falls into two quite distinct groups, the library frequently limiting its attention to the first group, almost to the exclusion of the second. There are first the executives, often men of highly specialized training who have completed a formal educational course. It is for this group that the library functions in a research way. The executive usually wants specific information, quickly, and to the point. The librarian analyzes and digests informa-

tion and calls to his attention only such material as will be most applicable. This work, with its utilitarian emphasis, is not educational in the accepted sense of the term, though it no doubt presents opportunities for educational work. The alert business man is probably no more inclined to limit himself to vocational reading than anyone else.

The second group served by the company library is made up of the rank and file of employees, many of whom have had very limited school opportunities and are ambitious to advance themselves both educationally and vocationally. Speaking at the Seattle Conference of the American Library Association, Elsa Loeber, librarian of the Chamber of Commerce of the state of New York, said of this group:

> They therefore present an entirely different educational problem to the librarian and, of course, a much larger opportunity for service, the results of which will be in terms measured only indirectly in material gains to the company, but which will be of value to the individual. By keeping personally informed of the needs and interests of these individuals the librarian may stimulate interest, arouse ambition, and help to develop powers of observation and imagination which may have lasting and valuable results for the company as well as for the individual. The majority of employees, being untrained and uneducated, have little ambition to study. If education can be given in small doses and in sugar-coated form they may develop a desire to advance themselves. Interesting articles, brief but attractive analyses of special subjects, short and interesting reading lists, suggestions about evening courses, correspondence courses and lectures—any of these presented at the right time and in the right way may bring about the desired result. Once the interest is created it is easy enough to lead the individual into further fields of study of business in general or of some special line.

The study made by the Committee on Methods, mentioned above, included replies from 185 libraries. Of these, 77 serve all the employees in the concern, 131 serve executives in all departments, 103 provide reading room space, 34 provide recreational reading for employees, and 18 of these 34 depend on the local public library for such reading matter. Where education for employees is even a secondary function of the business library it is natural that the emphasis should be along lines as directly beneficial to the company as possible. A few company libraries are made up of very general collections and are avowedly for recreational use of employees.

Promotional work. Practically all business libraries make definite efforts to extend and promote their usefulness among their clientele. Quite general use is made of the special list or bibliography to call

attention to resources along some particular line. Many libraries regularly print lists of books and library announcements in the firm's house organ and a few even issue a separate library house organ. Free use is made of bulletin boards and posters in the plant; circular letters are sent out to employees; magazines are regularly routed through the plant, and frequently the personal note to a particular individual calls his attention to a book or magazine article in his special field. In the same way some libraries cater to the hobbies of the men, bringing to their notice new material in which they would be personally interested. Reading clubs have been organized in some concerns, occasionally with the librarian acting as guide or instructor. The free discussion which results from this type of activity stimulates thinking and interest which lead to further use of the library.

Educational work of business libraries. A glance at the educational work being done by many business libraries reveals a wide range of activities and many interesting experiments. Least to be expected, perhaps, in the field of company libraries, is the provision of general literature for both recreational and educational purposes. The Metropolitan Life Insurance Company of New York and the National Cash Register Company of Dayton, Ohio, for example, furnish for executives and employees books of fiction, history, and general literature, as well as material bearing more directly on the business of the concern. Both the Phelps Dodge Corporation of Bisbee, Arizona, and the Endicott-Johnson Company of Johnson City and Endicott, New York, provide general library service for employees and for the surrounding community as well.

Some business libraries, while existing primarily for research service to the firm, gladly assist employees in educational work which they are pursuing on their own initiative. Interesting work of this type is being done by the Dennison Manufacturing Company of Framingham, Massachusetts. The library issues a bi-weekly *Library Review* which carries reviews of three or four books of timely interest and calls attention to recent magazine articles of general concern to employees. A special list of *What to read*, a little pamphlet of 27 pages, featured this invitation: "The Library will be glad to answer any questions concerning the books listed and to make recommendations along the line of organized or systematic reading."

The librarian of the Dennison Manufacturing Company, tells in a letter of January 5, 1925, of the personal guidance in reading given to individual employees:

This work of prescribing reading courses has two divisions. In the first place, the Library is constantly engaged in research work for the different executives, scanning current literature and new books for material which will be of assistance to each in his special work. This naturally develops into the suggestion of more extended reading on each man's specialty and allied subjects, and in many cases the reader has been glad to have this broaden into a general course of reading which will make him more efficient because of the wider horizon which it will give him, beyond the information which he receives on his specialty. . . . The second form of this work applies to employees who have perhaps been obliged to give up school and go to work, and who have a hunger for learning and culture, or older persons whom years of work have made more aware of their limitations which they would like as far as possible to remove. . . .

In both forms of this work a special reading list is made up for each individual after a conference and a study of his special needs. As indicated, the aim has been to make the reading cultural as well as technical.

The librarian of the People's Gas Light and Coke Company, of Chicago, issues library bulletins which feature readable book notes and abstracts and call attention to magazine articles of special interest. Through personal consultations with employees he gives advice on reading and frequently influences men to avail themselves of educational opportunities offered elsewhere in the city. He is responsible also for the training and education of employees. In this function he organizes lecture groups and small classes, which are probably typical of those in many other concerns, the lectures usually dealing with company methods and problems and the classes taking up such subjects as English, public speaking, salesmanship, and citizenship.

In many banks and financial firms the junior assistants taking evening courses on banking, economics and finance are assisted by supplemental reading and textbooks from their firm libraries.

Some firms, through their libraries, make a consistent effort to encourage or develop reading interests among their employees. One of the most conspicuous of these is the W. T. Grant Company which operates seventy-three department stores throughout the country, with executive headquarters in New York. The library service is conducted almost entirely by mail, but evidences a surprising amount of personal guidance. When a new man joins the organization he receives a letter from the librarian telling him of books and other literature at his disposal and of reading courses he may pursue through the library. Special courses are planned upon request. The company's course on marketing comprises four terms of graded reading, each including six books. Books are mailed directly to the individual and

sets of questions based on each text are sent shortly afterward. The courses are not compulsory, but the grades, made out by the personnel director and the librarian, form a part of the personnel records. When study courses, with their accompanying books, are mailed out, suggestions are included for supplementary reading which can be done at the local public library. Several reading courses have resulted in the formation of study groups. The books listed in the courses are not limited to business subjects, but include noteworthy books of biography and travel.

A similar type of service is offered by the library of the Retail Credit Company of Atlanta, Georgia. Reading is not a matter of choice with employees of this firm, but is considered a part of each man's job. The library, according to its 1921 handbook, is "operated for the sole purpose of increasing the efficiency of its readers in their business, personal and social affairs. . . . Our selection of books is in accord with the popular effort to get into our life more work, more play, and more good health. There is no effort to amuse or to provide literary recreation." Graded lists are prepared and from these the employees make their selection, though they are free to designate subjects in which they are interested. Two comment cards are sent with each book, one to be returned to the library for personnel records. Readers completing a required number of books are promoted to the "postgraduate course" which includes books of travel, biography, lectures and essays.

More General Work of the Special Library

Extra-clientele service of the special library. Of particular interest to the public librarian is the special library which will lend material or furnish bibliographic or reference service to persons outside its own particular group. This service is one which public libraries have been slow to use, although it would frequently enable them to render much more satisfactory aid to specialists in their communities who are shut off from specialized library resources. The primary function of the special library is to render service to its own constituency, but it is safe to say that there is scarcely a special library of any size or importance in the country which will not give reference service and bibliographic aid to other persons.

Many special libraries will also lend books, either directly to reliable individuals, or by inter-library loan. The library of the American Institute of Accountants not only furnishes reference service

upon demand, but lends from its circulating collection to any member or associate member of the Institute, or to any individual recommended by a member. The library of the Association of Life Insurance Presidents will lend material to other libraries. The Insurance Library Association of Boston and the library of the Insurance Society of New York cooperate with public, university, and business libraries all over the United States. The Federal Reserve Bank of Cleveland lends books, clippings, and periodicals freely to bankers who are members of that Federal Reserve district, and also offers photostat service for material which can not be circulated. The National Health Library of New York reports a constantly increasing cooperation with public libraries. Its weekly multigraphed index to current periodicals is widely distributed. It prepares bibliographies in answer to special requests, and freely lends material both to libraries and individuals, the latter preferably through inter-library loans. The libraries of the Jewish Theological Seminary and of the General Theological Seminary report that they lend books freely to libraries throughout the country.

Service to unorganized groups. A different type of special library is that which serves a specified and somewhat unorganized group. Such a one is the General Theological Library of Boston. This library lends books free of charge to all ordained clergymen, Catholic, Protestant, and Hebrew, in New England. It also issues a quarterly bulletin which lists recent accessions and features a special reading course prepared by some well-known authority. In the field of religion there are also special libraries which are denominational in scope, but which do not limit their service to members of any one denomination. Among these may be mentioned the Congregational Library of Boston. Service of still different type is offered by the American Institute of Sacred Literature of the University of Chicago, which prepares excellent reading courses and circulates traveling libraries, each containing the books for one course.

SUGGESTION FOR FURTHER DEVELOPMENT

A development particularly to be desired, as an asset to adult education, is a closer cooperation between public and special libraries. A careful study of what special libraries are doing will disclose to the general library a wide field for mutual assistance in the furtherance of adult education. Among employees who have entered gainful pursuits with scant preparation, the desire for cultural reading

and for broader development is no doubt greater than is realized by any but the special librarian who is trying to meet these needs. The special library can rarely build up so extensive a collection that it can meet all requests from its patrons for material not directly within its province. The public library can and should help the special library to meet these needs. It can give assistance in meeting the demands of employees whose educational wants lead them beyond the immediate scope of their company library. These needs have been met by several public libraries through the establishment of branches or deposit stations in industrial and business concerns.

On the other hand, public libraries should inform themselves in detail of the resources available to them in special libraries. Under a well-developed plan for coordination of state resources, such as is discussed in Part One, Chapter IX, a designated state agency could serve as a bureau of information on all special resources, including in its data exact details as to book resources, availability of material, reference and bibliographical service offered, and unusual features of special libraries in the state. Such a plan of cooperation would open up funds of information which are as yet little realized. In some cities, notably New York and Philadelphia, excellent beginnings have already been made in this direction, largely through the efforts of local special library associations. It is possible that an extension of such local undertakings could, by correlation under the general direction of a state agency, be more successful than a similar scheme initiated by the state agency.

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APPENDICES

APPENDIX A

Some Library Ventures in Adult Education

THE adult education services already established in several libraries show great variety in type of organization and method of administration. In the opinion of this Commission such differentiation is highly desirable since it will result in the testing of various plans and methods. Most of the suggestions for such service outlined in Chapters III, IV, and V of Part One are already in practice in some form in several libraries. The following descriptions of library adult education service in a few cities are included here, not as fixed programs for other libraries, but as forms of practice and administration which may prove suggestive for other communities.

The Readers' Bureau of the Chicago Public Library

The Readers' Bureau of the Chicago Public Library was established in September, 1923. Its purpose is "to meet the needs of patrons who have found the present methods, necessarily adapted to quantity distribution, not entirely satisfactory" and "to establish more intimate personal relations between the individual and the vast and overwhelming resources of the public library."

The principal function of the Bureau is to prepare courses of reading and outline study for individuals. Originally courses were prepared on cultural subjects only, but requests for vocational or utilitarian topics were so numerous that it was deemed advisable to include them in the plan. In addition to its main function, the Bureau also outlines study programs for clubs and other groups and provides a consultation service for those who wish advice about books but are not necessarily interested in courses of reading.

The reference librarian placed in charge of the Bureau had prepared herself by an extended study of adult education and of appropriate means of promoting a more personal relation between the reader and the library. Literature was collected, examined, and analyzed. Bibliographies and aids to guidance in reading were selected and arranged. A general survey was made of opportunities for adult education and a card index of the principal agencies was installed.

The Bureau was organized as a separate department and an office was made for it in a corner of the card catalog room. This room is adjacent to the general reference room, the teachers' room, the college reading room, and the Civics Department. One librarian gives her entire time to its administration. She is assisted by a reference librarian when demands are excessive, and by a stenographer. An adviser is available for consultation from the time the library opens in the morning until 5:30 P.M.

When the special service was inaugurated there was no thought that it would reach any considerable number of readers. It was avowedly experimental. No hard or fast rules were adopted, but methods were used which might be easily changed or adapted.

Before undertaking the preparation of a course, the adviser has a personal conference with the reader during which she ascertains his purpose, learns about his education and previous reading, and obtains such other information as will enable her to outline a course of reading fitted to his individual requirements and abilities. Any doubt that might have been entertained concerning the difficulty in obtaining this information from readers has proven groundless. With rare exceptions they talk frankly of their reading interests. One of the principal difficulties, however, has been that of learning the precise subject the reader has in mind. Frequently this is stated in vague or general terms which are capable of many interpretations.

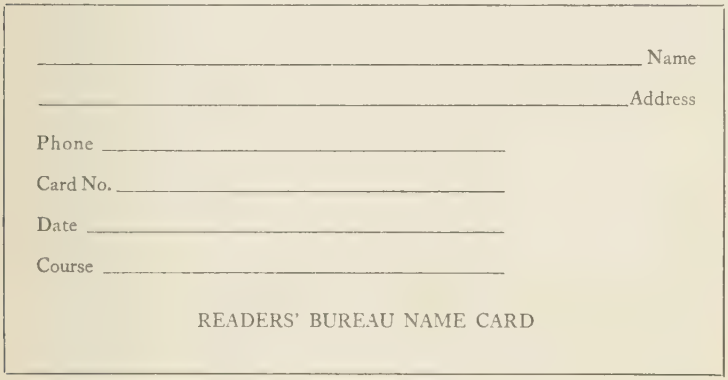
Although all interviews are conducted by the adviser and in the final preparation all courses pass under her supervision, the assistance given by other members of the staff is considerable and there is being built up a corps of special consultants whose aid is invaluable. During the past year a number of contacts have been established with men and women who are well informed about books in special fields of knowledge, whose judgment may be relied upon, and who, because of their interest in this work, are willing to advise with the librarian from time to time.

In planning a course, the utmost care is given to the development of the reader's interest and a progressive development of the subject. So much depends on the purposes of individual readers that no set formula can be followed. In one instance a list of four or five titles accompanied by descriptive notes is sufficient, while in another, it is necessary first to outline the subject logically or chronologically, and then give chapter and page references in the books recommended. The number of books listed is kept as small as the subject and the aim

of the reader permit, seven or eight being the ideal. Again, the outline of the course and the selection of books are influenced in the case of many subjects by the availability of books which are sufficiently "humanized" for the average reader. Considerable difficulty is encountered in finding books which are interesting and understandable to the layman and at the same time reliable as to facts.

When a course has been prepared four copies are made on letter-size paper. One of these is marked "Official Copy" and placed in the bibliography file which is maintained in the office of the Bureau, one is given to the reader, and the others are retained for future use. A serial number under a major subject heading is assigned to each course. This number and the specific subject of the course are entered on the reader's card and constitute a reference which makes unnecessary an additional listing of titles. As reports concerning the way in which certain books meet or fail to meet their needs are received from readers, appropriate notations are made on the official copy of the course.

Records of readers are kept on three by five-inch printed form cards which are filed alphabetically.


Name

Address

Phone

Card No.

Date

Course

READERS' BUREAU NAME CARD

On the reverse of this card are recorded the call numbers of books borrowed.

Records of courses prepared also are kept on printed form cards. (See next page.) These are filed alphabetically by subjects.

Precautions are taken to insure that all those who are following courses of study obtain the books recommended when they want

them. Most of these books are obtained from the regular book collection, but the Readers' Bureau has also a small number of duplicate copies on the shelves of its own department. During the first

Course _____

Name _____

Address _____ Date _____

Education _____

_____ Phone _____

Occupation _____

What books already read _____

_____

READERS' BUREAU REQUEST (Remarks Over)

year the Readers' Bureau was in operation approximately $75.00 was expended for these duplicate copies. Since then $25.00 to $40.00 a year has been sufficient.

Duplicate copies of books most in demand were placed in the office of the Bureau; then as the demand decreased copies no longer needed were sent to the main collection. Special point is made of giving the reader a book at the time of his first interview, and of permitting him to retain books required in his study course thirty days. The policy is to reserve for a period of one month the book next on the list for each reader, although in practice this is not always necessary since a reliable estimate often can be made of the time when the book will be called for and the reserve period reduced to one or two weeks. At this time about 250 books are on special reserve in the department. Ordinarily books are lent from and returned to the Readers' Bureau, but when the occasion warrants they may be obtained and returned through a branch library.

No special efforts have been made to advertise the services of this Bureau since it was first organized, when liberal use was made of circulars, posters, and newspaper announcements. The demand for service, however, far exceeded anticipations, and at present the time of the adviser is fully occupied in meeting demands which grew out of the original announcements.

During the period October 1, 1923, to January 1, 1925, 230 courses were prepared on 177 subjects for 337 readers. On January 1, 1925, 151 students were continuing courses, while 30 had temporarily suspended study. Of 304 readers enrolled the first year, 171 were women and 133 men. Statistics concerning the age of readers are not available.

Up to June 1, 1926, the total number of readers was 853, and 397 courses had been compiled. A comparison of these figures with those of the first year shows that as the file of courses grows in variety of subjects and in number, courses already made can be adapted for new borrowers. The subjects of which this is most usually true are the non-cultural. The previous education of those following reading courses is as follows: Sixteen per cent grade school, fifty-three per cent high school, and thirty-one per cent college.

At first glance these figures seem small, but it must be remembered that each item stands for intensified service, that a reading course frequently represents days or even weeks of work, and that each reader receives continuous personal attention and advice from the librarian.

In November, 1925, the Bureau began to feature the A. L. A. reading courses, circulating the books from the department for a month and guaranteeing them in order. Before beginning this it was necessary to put in an extra stock of books. To date this has amounted to 800 copies in the Readers' Bureau, with extra copies in the branches.

From the first these courses were very popular, but they did not lessen the call for specially prepared ones. At the present time, in the central library, there are 205 enrolled for the special and 105 for the A. L. A. courses. Naturally the Reading with a Purpose courses are most popular in the branches where the Readers' Bureau service is limited, 592 now being registered for A. L. A. courses as against 67 reading specially prepared courses. Among registered readers for special courses the proportion of women is about twenty-five per cent higher than men, while for those following the A. L. A. courses the proportion of men and women is about equal. During the last seven months the Readers' Bureau has circulated 3,036 books, including those sent to branches, for readers of A. L. A. courses.

The principal interest has been in literature. During the first year, ninety-eight courses were prepared in literature, twenty-two of which were in modern literature, eleven in drama, thirteen in short

story composition, twelve in the study of fiction, and fifteen in general literary history. Among the next most popular courses were the following: psychology, twenty-three; good English, nineteen; history, fifteen; fine arts, eleven; general cultural courses, nine; economics, eight; journalism, seven; religion, five. Two hundred sixty-eight readers asked for cultural courses, and thirty-six for business or technical courses. This proportion has remained about the same.

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ADULT EDUCATION SERVICE IN THE CINCINNATI PUBLIC LIBRARY

Specialized service in adult education was inaugurated by the Cincinnati Public Library in January, 1925. It had its inception in the belief that a more thoroughgoing service should be given to those individuals who desire assistance in organizing reading courses or consultation with librarians on books and reading in general, and to adult classes, study clubs, societies, and other group organizations. The first steps to put this service into effect were the establishment of a Readers' Bureau and the appointment of a Field Representative.

The Readers' Bureau. The Readers' Bureau was placed under the direction of a branch librarian who was specially qualified for the work by reason of her knowledge of books and her relation to the public, and to her were left all matters of detail involved in the gradual development of a readers' advisory service. Prior to offering any service to the public, she collected, indexed, and filed reading courses, book lists, and similar bibliographic aids which would be of assistance in the careful selection of books on a wide range of subjects.

In addition to the adviser the Bureau staff includes an assistant and a part-time worker who does stenographic and general assistant work. They are helped from time to time by other members of the library staff.

An office was established on the main floor of the library just

inside the main entrance and adjoining the information desk. In addition to the equipment required by the adviser personally, the room was furnished with bookshelves and display cases, and a table and chairs for readers, all being arranged with a pleasing air of informality. The bibliographic aids were filed in a standard filing case near the desk of the adviser. These are added to as others are found and as special courses are prepared.

The Bureau has not been advertised except by means of a conspicuous but dignified sign in the open office, references from other departments of the library, and the unsolicited accounts of service given by those who come in contact with the Bureau, yet the demands made are in excess of those that can be met.

The work of the Bureau might be said to include four major activities: advice to readers on books and general reading; assistance to study clubs and classes in the preparation of programs and in the selection of books; the preparation of courses of reading for individuals; and cooperation with discussion groups.

Considerable attention is given to readers who wish to confer about books and general reading with a person who is versed in literature. These consultations concern such matters, for instance, as the merits or contents of a particular book, books representative of an author, or of a certain class of literature, books for gifts, and books representing different opinions on controversial subjects.

Assistance to study clubs consists mainly of providing their representatives with selected outlines, programs, courses, and books, and giving suggestions concerning appropriate subjects and significant books. Whenever possible, miscellaneous programs are discouraged and clubs are advised to limit their study to not more than three topics a year. The adviser takes no responsibility for the outlining of programs, although on occasion she does assist in matters of detail. Many club workers prefer to work at the table in the office of the Bureau in order that they may consult the adviser from time to time. An idea of the amount of work done with study clubs may be gained from the fact that since January, 1925, representatives of eighty-one study clubs received assistance in the preparation of programs for the ensuing year.

Although the two types of service just mentioned require a great deal of time, the most serious attention is given to the preparation of organized courses of reading for those who wish to study subjects of their own selection. Since March, 1925, 809 readers have been pro-

vided with courses, covering more than 200 subjects. Importance is placed first of all on the interview which precedes the preparation of any course and the information obtained therein concerning the purpose of the reader, his education, his previous reading, his environment, and the amount of time he wishes to give to the subject. Books are selected and the order of reading determined with strict regard to the highly individualized nature of the request. It has been found that the successful course invariably is one specially prepared, although printed courses or those prepared for other readers are of value in this preparation.

Practically all courses have been prepared by the Bureau thus far, although other members of the staff have assisted frequently, and especially on subjects with which they are particularly familiar. Specialists outside the library have not entirely prepared any courses for readers, although their advice has been sought and freely given in the selection of books. For example, after the adviser had been visited by six young college men and women who were seeking to orient themselves in philosophy and religion, each approaching the problem from a different angle, she requested several religious leaders of the city, among them a priest, a rabbi, an Episcopal rector, and a Presbyterian minister, to recommend books which most accurately represented their religious beliefs. The advice obtained was useful not only in meeting the immediate situation but also in aiding readers who subsequently asked for books in this same field.

The subjects on which courses have been prepared are most varied and sharply defined. Frequently they are so highly individualized that very thorough investigation is necessary in order to find any books which treat them in a manner suited to the reader's requirements. The number of titles recommended depends upon the nature of the course and the degree of thoroughness with which the reader wishes to pursue the subject. It is not unusual to recommend as many as eight or ten.

When a course is prepared a copy is given to the reader and the necessary books are supplied in the sequence in which they are required.

During interviews, the reader is encouraged to let the adviser know of the success or failure of the course. Many have returned for further conferences with the adviser, thus giving to the reader an opportunity for an exchange of ideas and to the adviser helpful comments on books and an opportunity to correct weaknesses in her

method of preparing courses. Comments on books are particularly encouraged as they are helpful for future use. They are usually noted on the library copy of the reading course, and help the adviser to build up an invaluable source of information about readable books.

Records of courses prepared, and of readers, are kept on standard three by five-inch cards. Although not printed, the forms correspond closely to those of the Chicago Public Library which are illustrated in this chapter.

Realizing the principal weakness of solitary reading and study, the Bureau has encouraged in every way the formation of discussion groups, which would combine the reading of books in a course with free exchange of ideas. Four Young Women's Christian Association groups were organized in the winter of 1925–1926 at the suggestion of the library. Responsibility and leadership were supplied by the Y. W. C. A. educational director, while the library outlined the courses. The A. L. A. reading courses were used as a basis with the four groups and, where necessary, books of a more simple type were substituted. Similar plans have been worked out with a department store group and with the salesmen of a large electric concern.

Field representative. In addition to the methods commonly employed by large libraries for establishing direct relations with groups, the Cincinnati Public Library has appointed one librarian as a special Field Representative. She has been relieved of all other work except that of a general administrative nature. It is her duty to bring the library and its resources personally to the attention of the community, and to obtain for the library information about the service required by various agencies.

It is the business of the Field Representative to make outside contacts for the entire library system, and, by bringing the resources of the library to the attention of individuals and groups, to increase the use of the library. Many personal calls and many telephone calls were made, and numerous conferences and meetings attended. The following groups are among those which have been reached: the Daily Vacation Bible Schools, Court of Domestic Relations, County Jail, Jewish Community House, League of the Hard of Hearing, other local libraries, Y. M. C. A., mothers' clubs, Kindergarten Alumnal Association, Better Motion Picture Council, Boy Scouts, Council of Social Agencies and Community Chest, Radio Show, Y. W. C. A., banks, Federation of Churches, hospitals, Chamber of Commerce, theaters, College of Education of the University of Cincinnati, Society for the Prevention of Cruelty to Animals, Board of Education, City Planning Committee, playgrounds, Drama League, Girl Scouts, Civil Engineers, Community Service, Art Museum, Cincinnati Business Women's Club, Women's City Club, and

Western Hills Federation of Women's Clubs. The range is rather wide now, and it will grow still wider as new contacts are being made all the time.[1]

In addition to the visits made and the conferences held by the Field Representative, many visits are made and addresses given by other members of the library staff. Whenever possible the Field Representative makes use of the services of other librarians who are specially qualified for establishing outside contacts because of their familiarity with a section of the city, as in the case of branch librarians, or because of their affiliations with civic organizations or their special knowledge of certain subjects.

The report of the Field Representative for July, 1925, emphasizes the following essentials in the development of field service: (1) a careful following up and correlation of the work of field representatives which will give to the individual or group the service promised; (2) staff training in visiting, and more visits by branch and children's librarians; and (3) staff planning for more effective publicity for the resources of the library.

THE OUT-OF-SCHOOL DIVISION OF THE INDIANAPOLIS PUBLIC LIBRARY

The Indianapolis Public Library organized a readers' advisory service under the name Out-of-School Division, in August, 1924. Its purpose is "to increase and extend the usefulness of the library to young men and women who have dropped out of school and who need and desire to continue their education by systematic reading." Service is not limited, however, to those of any particular age. The functions of this division are:

To prepare and supply definite and logical reading courses on specific subjects of both practical and inspirational nature;

To give personal assistance and advice to individuals on material in print for special study and for general reading;

To arouse increasing interest in this service through personal visits and talks at factories, stores, clubs, night schools, and all educational agencies;

To cooperate with the schools the further to inspire students to continue systematic reading and study in their post-school days;

To offer guidance to students in pursuing further formal educational opportunites.

In preparation for the installation of this service a preliminary study was made of the adult schools and classes of the city, and such

[1]Cincinnati Public Library, Report of the Field Representative, July, 1925 (In manuscript).

bibliographic material as might assist in preparing courses of reading was collected, classified, and filed.

The staff of this division consists of two librarians who give their entire time to this work, and such stenographic and additional staff help as is necessary. A librarian is on duty at the consultation desk from the time the library opens in the morning until 6 P.M., and in the evenings by appointment. The consultation desk was placed at the entrance to the Circulation Department, where the sign, "Readers' Adviser," is displayed in such a manner that it may be seen readily. The advisers share a private office and workroom located nearby.

Work with older boys and girls. Particular emphasis has been placed on establishing contact with boys and girls who have left school. There are approximately nineteen thousand of these under twenty-one years of age in Indianapolis. Effort has been made to reach a part of this group by such means as personally addressed letters, talks to employees, posters and announcements in places where young people gather, and the assistance of an advisory committee on which are educators, social workers, labor and industrial leaders, and representatives of the principal civic interests of the city.

In the fall of 1924 personally signed postcards were sent to two thousand boys and girls who left school the previous spring. In May, 1925, nineteen hundred personal letters, inviting readers to make use of the resources of the library, were sent to a selected number of those in the group aged fourteen to nineteen.

Another method of establishing contacts consists of field work conducted by the division staff. During the first eighteen months thirty talks and sixty-one visits were made, mainly at factories, although several social agencies and a number of adult classes were included. Prior to giving factory talks arrangements and plans were made through consultations with executives, personnel directors, and welfare workers in the industries visited. These talks were given for the most part at the noon hour. They included information about the resources of the library, with emphasis on their application to the industries visited, reference to the nearest branch libraries, and an explanation of the readers' advisory service. Circulars descriptive of the library and its resources were distributed at all meetings.

Printed material is used to special advantage in advertising the Division. Several attractive circulars which are intended to appeal especially to younger people were prepared and widely distributed. These were handed personally to all members of high school graduating

classes, and others were placed in the pay envelopes of several factories. On request of the State Board of Charities a special list of books was prepared and used in the Orphans Home, and in response to a similar request another list was prepared and posted in the Probation Division of the Juvenile Court. Special stories and editorials appeared frequently in the local newspapers.

Readers' advisory service. This service consists of the preparation of reading courses for individuals of any age above sixteen. Methods used in interviewing, and in guiding reading are similar to those of the Chicago Public Library. The utmost care is exercised in selecting books which appeal to readers and in maintaining contact with readers for the purpose of making alterations in courses. Readers are encouraged to return to the adviser for conference and discussion and the majority of them do so. At first considerable difficulty was experienced in finding simply written and readable books which appeal to adults, but this difficulty has grown noticeably less as many titles have been examined with a view to finding those adapted to particular situations and as results of their use have been classified and studied.

A conspicuous feature of the work of this Division is its relation to other departments of the library and the degree to which all activities of the library correlate their work in order to give the reader an intensified personal service. The experience and special knowledge of other members of the staff are drawn upon freely, and not infrequently the reader is taken by a division representative to another department which prepares the course. This is especially true in the case of readers who require assistance in technical subjects; they are taken directly to the Technical Department where the librarian not only prepares the particular course wanted but brings to their attention the technical resources of the library and maintains a personal contact with them. Branch librarians are alert to the possibilities of the Division and the assistance it can give their patrons, and send to it about one-fifth of those who are following reading courses.

Except under unusual circumstances, courses are prepared within two days from the time the request is made. The number of books recommended for a course is five or six. One book is always given the reader at the time of the first conference, even though it may not be on the list eventually recommended. Books are lent for a period of thirty days, and the next book for each reader is kept on reserve in the office of the Division for a like period. If the reader does not call for the book next to be read in his course, a personal

letter is sent calling attention to the fact that it is being held for his use.

When a course is prepared four or more copies are made on letter-size paper. One copy is given to the reader; one is kept at the consultation desk of the Division; one is placed in the bibliography file of the Division, and the other copies are distributed to departments of the library which are especially interested.

Two three by five-inch card records are kept at the consultation desk: one an alphabetical list of readers, and the other an alphabetical list of courses. These cards are similar to those illustrated elsewhere. In this library, however, a manila slip on which the books are listed is filed with the reader's card, and the books are checked off the list as they are borrowed. Comments on the manner in which particular books meet the needs of readers are entered first on the manila slip, then later in final form on the typed lists of courses. On the reverse side of the borrower's card are entered notes concerning books previously read or any special interests of the reader.

Statistical records are kept on daily and monthly printed forms. The monthly statistical report made to the librarian is accompanied by a general statement and comments from the head of the Division. During the period from October 1, 1924, to May 1, 1926, reading courses were prepared for 654 individual readers. Ninety-eight per cent of these courses were original in composition. One hundred and forty-one were for readers in the sixteen to twenty-one year old group. At the end of the second year sixty-nine per cent of the readers starting within the year had finished their courses or were continuing their reading. The range of subjects is exceedingly wide, the majority of them being what might be called broadening or liberalizing in character, although a large number are distinctly utilitarian or vocational.

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THE EXTENSION DIVISION FOR ADULT EDUCATION OF THE CLEVELAND PUBLIC LIBRARY

Four years ago the Cleveland Public Library put into operation plans for sytematically assisting all adult students in order that they might receive adequate library service while enrolled in classes, and,

also, gain a knowledge of library resources and acquire reading habits that would continue in after-school days. An Extension Division for Adult Education was organized in the School Department of the library and placed under the direction of a librarian whose experience included teaching and several years as regional director of the Y. W. C. A. International Institute. The Division was charged with the responsibility of supplementing the work which the School Department does with city schools and the highly organized work of other departments and branch libraries, and particularly with making contacts with business schools, citizenship classes, and all other adult education groups not connected with the Board of Education. All of these special activities are coordinated through a committee of twelve, with the chief of the new division as chairman, and including the librarian and vice-librarian, the librarian of the Main Library, the reader's adviser, the heads of the Branch, School, and Station Departments, two branch librarians, a representative of the school libraries which are open in the evenings, and the county librarian.

The favorable position of the Cleveland Public Library in relation to other civic institutions and interests has made it possible to coordinate library service very closely with adult classes. The librarian and the head of the Extension Division for Adult Education are members of the principal boards and committees of the city which have responsibility for educational activities not centered in the public schools, and these contacts, together with those maintained by heads of departments and branch librarians who are identified with numerous special groups, enable the library to obtain the interest, counsel, and participation of those bodies with which the library must work. In organizing and operating the work with adult schools a significant feature has been cooperative planning on matters of policy and detail. Conferences are held frequently with city school authorities, and particularly with the head of the Extension Division of the Board of Education, and mutual agreements are reached concerning what the public library should and can do. This practice of conferring on ways and means applies also to independent schools and classes which have been offered similar service.

The adult school service has two outstanding features, assistance to teachers in the selection of books for adult classes, and the supplying of books to teachers and students.

In order to aid in the better selection of books and save the time of teachers and librarians, there has been built up in the office of this

division a collection of books which has been found useful to teachers of adult classes and to the students themselves. This is a result of the combined study and experience of the specialists of the library and a large number of teachers. One part consists of about two hundred titles for use in Americanization classes, and another of four hundred titles of standard and current literature suitable for collateral reading by adult classes in general. Teachers make frequent use of this service by examining the books and consulting the librarian about books required to meet special situations.

These books have been extensively duplicated and a reserve supply is kept in a stock room adjoining the division office. Any teacher of an adult class is entitled to one deposit collection at a time, such a collection consisting of from twenty to thirty books, all of one title or of different titles as the teacher desires. The collections are primarily for use in classrooms, and the student wishing any of these or other books for home use is informed that he may obtain them from the nearest branch library.

The members in elementary immigrant and other evening classes derive greater benefit from using a collection of several copies of one title. On the other hand, the students in immigrant classes doing advanced work in English and also those in evening high schools can use to advantage a collection of different titles. In the last-mentioned classes a plan is being tried of lending books direct from the classroom. Although the very limited time of evening sessions makes the method rather difficult, there are many teachers ready to cooperate for the sake of their student groups. Classroom sets are lent from the central library only. A circular of information on deposit collections has been prepared and distributed to teachers.

From April to December, 1925, 145 deposit collections, containing in all 3,166 volumes, were in use in classes in 54 buildings, including public, parochial and private school buildings, settlement and neighborhood houses, libraries, churches, and homes. During this time there were 56 exchanges of or additions to the collections, making 790 more volumes in use.

As further provision for meeting the needs of adult readers, the entire book collection of the library is being surveyed from the standpoint of adult education needs, and department heads and branch librarians are making a list of those books on various subjects that are simple in content, interesting in style, and written for adults. All assistants who come in contact with the public will become

familiar with the list after it is completed, and duplicate copies of the books represented will be added to the library's collection.

In preparation for its service the Extension Division obtained and organized a body of detailed facts which were essential in planning work with classes and in the routine operation of the Division, and useful in assisting those who desire information about opportunities for studying. These were obtained through a study of adult classes in the city, a selected list of which appears in a mimeographed report on *Opportunities for adult education in Cleveland*. Preliminary information was obtained by consulting the city directory, the telephone directory, school directories, newspapers, school catalogs and circulars, and this was extended through personal and telephone consultations. In this report are recorded the name of the school or agency, its location, the name of the executive, and the telephone number. Agencies are grouped according to the following classification: adult elementary education; immigrant education; adult high school education; advanced education or education of college grade; avocational education (includes lecture courses and forums); vocational education; special trades, occupations and professions.

Approximately 25,000 students are represented by the institutions listed. Of this number 7,500 are in immigrant education classes, while the remainder are receiving instruction in a wide range of subjects, vocational and cultural, and from such varied sources as board of education schools, business schools, private evening high schools, apprentice trade schools, and lectures offered by the Museum of Natural History.

In addition to the mimeographed report of the survey, two sets of card records are maintained in the office of the Division, with duplicates in the office of the readers' adviser, one listing agencies and the other subjects of instruction. In the first index, the classification is the same as that used in the *Opportunities for adult education in Cleveland*. A reproduction of an index card for an agency appears below. This card is filed under the heading "Vocational Education —Special Trades, Occupations and Professions." (See card, p. 237.)

In the records of courses which are available in the city, the entry is made under the specific rather than the general subject. (See second card, p. 237.)

Additional information about schools and classes is contained in catalogs and circulars which are filed in the division office for reference purposes. Furthermore, the Board of Education regularly

sends to the Division typed lists of the courses offered adults, with information concerning the subjects taught, the name and location of the school, the name of the teacher, and hours of instruction.

Art

Cleveland School of Art
11441 Juniper Road, Garfield 4323
Henry Turner Bailey, director

Evening Classes

Auto Ignition

Cleveland School of Technology
2200 Prospect Ave. 1924–25

Posters and notices of such classes are posted prominently on the library bulletin boards.

The head of the Division visits classes, arranges for class visits to the libraries and for library talks to classes, and undertakes to put individual members of the classes in touch with the readers' adviser or the division head who can direct their reading.

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EDUCATIONAL WORK OF THE BOSTON PUBLIC LIBRARY

Aside from its cooperation with schools, colleges, and extension agencies, the active educational work of the Boston Public Library has thus far followed two principal lines, the giving of free public lectures and the conduct of an educational information service.

The past season was the twenty-eighth in which the library has offered free lectures to the public. Two courses of lectures, one on Thursday evenings, the other on Sunday afternoons, were given from October to April in the lecture hall of the library, which seats nearly five hundred. Many additional lectures were offered by clubs and other organizations bringing the total number given in the hall during the season to eighty-seven. Doors are open two hours in advance. No fee has ever been paid to any lecturer. At many of the lectures the hall is crowded.

Through the generosity of Mrs. Elizabeth S. Coolidge, a series of six free concerts of chamber music was given in the hall during the winter. The response was so hearty that Mrs. Coolidge will provide another series during the coming season.

The lecture hall has also been used for a number of years by university extension classes, of which ten met in the hall each week during the past season. One of the courses, devoted to the interpretation, in advance, of the twenty-four programs of the Boston Symphony Orchestra, was under the direction of the assistant in charge of the Music Division; a bibliography was published by the library to accompany each lecture. Bibliographies were also prepared for use in connection with the course on "Great Classics of Literature."

Another way in which the library cooperates with the Division of University Extension is by reserving books used in the various classes. These books are placed on special shelves and are accessible at all times, both to Bostonians and to adults not residents of Boston.

Duplicate copies are bought for circulation. Although the majority of courses are planned especially for teachers, many men and women who are working for no other aim than self-improvement take the courses and use the books. This is especially true of the courses in history, current problems, and citizenship. In the library's collection of school textbooks are included the books on methods of teaching English to foreigners, used in the evening schools. These are constantly being consulted by private tutors.

In the information office of the library, on the ground floor near the main entrance, is kept a large vertical file of material describing means and opportunities of preparation for the various professions and vocations. This file was created some five years ago by the Association of Collegiate Alumnae for deposit in the library; it is maintained and administered by the staff of the information office, where is also to be found a large collection of school and college catalogs, kept up to date. It is the aim of the office to give to inquirers the fullest possible information about available courses in any subjects which they may be seeking. Lists of "educational opportunities" are also on file at all branch libraries.

As a further means to this end, the library publishes in September, for free distribution, a pamphlet (seventy-three pages in 1925 1926) entitled *Opportunities for adult education in Greater Boston*. In this pamphlet are listed the free public lectures given under the auspices of the library and of other organizations like the Lowell Institute, the university extension courses offered by various agencies, and the courses of vocational instruction offered by the educational institutions of Greater Boston to persons not regularly enrolled in their student bodies.

Book-review talks, under the auspices of neighborhood women's clubs, are given monthly at a number of branch libraries; books are exhibited and printed lists distributed. Talks illustrated by collections of books are also given by members of the staff at sewing circles, domestic science schools, and women's clubs. Individual courses of reading are prepared at both the Central Library and its branches, on subjects for which there is a demand.

The sale of the "Reading with a Purpose" series has been carried on actively since the publication of the first issue. With the help of a revolving fund the pamphlets are sold at ten cents each; in less than a year, more than seven thousand copies have been sold.

MILWAUKEE'S ADULT EDUCATION DEPARTMENT

The Adult Education Department of the Milwaukee Public Library was organized in January, 1923, to furnish a point of contact between the library and adults registered for study in recognized educational institutions or identified with other classes and study groups; to give personal advice on reading to individuals desirous of continuing their education through private study; and to furnish guidance to those wishing to enroll with educational agencies.

The department staff consists of a chief, two full-time assistants, a part-time desk attendant and a stenographer, but much of the actual work is carried out through other departments. The service operates during the entire time that the library is open and comes in contact with the public at the information desk, located in the circulation room and conducted by this department.

As a preliminary step, a survey was made of adult education work being done in Milwaukee and a directory of opportunities for adult education was compiled. The chief of the Department secured this information through conferences with the head of the extension division of the public school system, the heads of evening vocational schools, labor leaders in charge of workers' education, representatives of the Y. M. C. A., Y. W. C. A., K. of C., university extension, study clubs, etc. A checking of the city directory resulted in an extended list of other agencies, most of which are informal. This survey disclosed the fact that between fifty and sixty thousand persons fourteen years of age or older are identified with part-time educational agencies, such as evening schools, continuation schools, extension classes, correspondence courses, and study clubs, and that practically all of them depend to some extent on the public library for book and reference service.

Three records of this information have been prepared: a mimeographed summary of the survey, a card catalog of agencies, and a card catalog of courses. The latter two are kept on four by six-inch cards.

The agency catalog, which is arranged alphabetically by types of institutions, lists the name of the school, location, telephone number, name of the director or his assistant, dates of terms, and information about classes, such as the name of the teacher, enrollment, grade and cost. Notations are made concerning dates of visits of the librarian and class visits made to the library. Illustration on following page.

Milwaukee Workers' College.
(Open to all members of Trade Unions)
Administration Office—Brisbane Hall.
Secretary—Mr. J. F. Friedrich. Grand 2038.
Classes held in Club Room, Public Library.
Classes—
Economics & Labor Problems—Monday 7:30–9:30 P.M.
Teacher—Mr. Shellow. Enrollment—31.
English, Public Speaking & Parliamentary Law—Thursday, 7:30–9:30 P.M.
Teacher—Miss Maloney. Enrollment—53.
1st Term begins Oct. 13—Ends Dec. 18, 1924.
Tuition fee, $1.00—admits to both classes.
Library representative present at all meetings of classes.

On the cards indexing courses (which have specific subject headings and are filed alphabetically) are entered the names of all institutions giving instruction in the subject, the name of the course and the time classes are held, with references to pages in catalogs, circulars, etc. Illustration follows:

English—Business

South Division Evening Commercial High School
(High school credit given.) Tuesday, Thursday, Friday, 7:30 P.M.
Bus. Eng. I—Teacher, Mr. Travis—Enrollment 41.

T. M. E. R. & L. Co.
(Employees only.) Thursday, 8:00 P.M.
Bus. Eng. & Report Writing—Teacher, Mrs. McClure. Enrollment 30.

University of Wisconsin—Extension Division.
(University credit.) Fee, $5.00 per semester hour.
Classes held in Club Room, Public Library.
Commercial Correspondence—Tuesday, 7:30 P.M. Instructor, Mr. Birch
General Cat. p. 29.
(Card 1.)

Circulars and catalogs are kept on file at the information desk. The information is kept to date by regular contacts with the organizations. Schools make it a point to keep the library informed of changes.

Group service. As a result of the survey the Adult Education Department, realizing that students enrolled in schools, classes, and clubs "have almost no opportunity for collateral reading except that fur-

nished by the public library," has made a determined effort to provide organized, consistent service for these groups. The service has two principal phases, establishing contact with teachers and students, and providing deposit collections.

In establishing personal contact with teachers and students every organization is visited at least twice a year and in many cases six or eight times. Before making the first visit the librarian obtains all possible information about the class. Then, from the director or instructor she obtains for record additional information, such as the subject, name of the teacher, type of students enrolled, time of meeting, etc.

During the visit both the general library service and special service that might be rendered the class are explained, sometimes to the teacher of the class or director of the institution, and sometimes to the students themselves. The majority of classes are taken as a group through the library, and its resources and methods are explained. These group contacts result not only in better group service but also in a more direct and universal individual service to students. Often the visitor has personal interviews with students which generally result in their taking out borrowers' cards. In fact, this library regards the opportunity for establishing personal contacts with the individuals making up the group as one of the most valuable features of group service.

Book collections, which contain from ten to one hundred and fifty volumes, depending upon the number of students and the nature of the course, are provided for every study group. Usually books are issued for two months with the privilege of renewal. Duplicate copies of books needed by classes are purchased whenever they are of sufficient value to include in the library. The Department has built up a special collection of books for use in adult education. Three or four hundred sample volumes are shelved near the desk of the head of the Department, and a reserve stock is maintained in the stacks. The sample stock includes books useful in Americanization classes and other books found most valuable by those following reading courses.

Five examples of group service. 1. An industrial conference, participated in by representatives of thirteen of the principal industrial concerns of Milwaukee, was held in the library in February, 1925. These representatives discussed needs and ways and means for library service to employees. An informal organization was formed and com-

mittees were appointed for working out matters of detail in connection with cooperative library service.

2. A committee consisting of the heads of the Adult Education Department, Children's Department, and School Department has been organized for cooperation with the parent-teacher councils.

3. A branch library has been established in the continuation school and placed in charge of a specially qualified librarian with two full-time assistants. Twelve sub-stations have also been established in the building. In response to the principal's request, the librarian has been conducting a special experiment in interesting selected groups of students in cultural reading. This necessitated joint planning and personal service by the school branch librarian, other members of the staff of the public library, and a selected group of teachers. Preliminary to this work graded lists of books likely to appeal to the students were made. The reading of a certain number of titles in each of several specified fields entitles a reader to a certificate granted jointly by the library and the school. The books selected have been duplicated and placed in schoolrooms. The direct guiding of reading is done by selected teachers, with rather close supervision by library representatives. This reading program is being energetically encouraged by both continuation school and public library workers. A formal and somewhat impressive graduation exercise, with addresses by prominent speakers, is contemplated. The library has been given the utmost freedom in the organization of the service.

4. Close cooperation exists between the library and citizenship classes. At the beginning of each year library representatives visit these classes to discuss books with students and teachers and to determine their needs. Later, special collections are sent to all classes. Each class visits the library, inspects the various departments, and receives instruction in the use of library facilities. All students are provided with borrowers' cards and many of them become constant borrowers. Most of the citizenship classes are located in social centers. Last year seven small libraries, in charge of librarians employed by the school system, were established in social centers. These libraries are not only of service to the citizenship classes but also reach a large number of other persons participating in social center activities.

5. The library has sought particularly to work with organized labor in bringing the resources of the library to the attention of men

in the industries and to their families. Members of the library staff visit all the more important trade unions of the city. The head of the Adult Education Department of the library is an active student of the local labor college and one of its trustees. She assisted in the organization of courses of study and in the selection of books, and arranged that the library supply duplicate copies of the books required for collateral reading. The Federated Trades Council gives library representatives credentials which authorize them to attend meetings of the council and of all other union labor groups in the city. These representatives, who are from the Adult Education Department, take with them to meetings small collections of books which are discussed informally with those who are interested and are lent direct. In talks to these groups the resources of the library are set forth and it is made clear that they are available to all citizens on equal terms. Care is exercised to take notes of suggestions made and books desired and to follow these up wherever possible. The Trades Council and library representatives joined in making a selected list of books on economics and labor problems, which was sent by the secretary to all the trade unions of the city with a letter of commendation and an injunction to use the public library.

The head of this Department is keeping a complete record of the reading of about seventy-five workers, consulting them personally, with the aim of learning more definitely about subjects and types of books which appeal to them.

This Department keeps a card index of all trade unions in the city. The separate card for each union lists the following information: name, address and telephone number of the union; name of the business agent or secretary; a statement of the principal nationalities represented; notes on special library service desired; and a record of visits made and service given by library representatives. Four by six-inch cards are used. (See illustration on following page.)

One of the conference rooms at the library is used during the summer by an informally organized group of twenty workers, who meet twice a month to discuss their individual reading, with the secretary of the labor college as a leader.

Individual service. This Department renders two outstanding types of service to the individual. The first of these consists of furnishing information to those who wish to learn about schools, classes, and other opportunities for instruction. The directory of agencies previously referred to is found useful in this connection since it gives

specific information concerning courses, costs, time of meeting, etc. Personal guidance in the selection of schools is not undertaken, and those requiring vocational guidance are referred to the agencies existing for that purpose.

Amalgamated Clothing Workers
Office—321 Third Street
Business Agent—A. G. Piepenhagen Grand 6884

Divisions:

1. Joint Board—Rep. of all div. 1st & 3rd Tuesdays.
2. Tailors—2nd & 4th Tuesdays.
3. Clothing Cutters—2nd & 4th Fridays.
4. Pressers (no regular meetings 1924–25).

Nationalities: American, Jewish, Polish, Russian.

Request for special collection of books to be placed in office Dec. 3, 1925—Sent Dec. 15, 1925. Kept in bookcase. Checked out by Clerk of A.C.W.

(over)

A readers' advisory service outlines courses of reading and gives advice on books and reading in general. All courses are planned after a personal interview and are intended to meet essentially individual needs. In the preparation of courses other members of the staff are constantly called in for advice, and members of the faculties of the State Normal School, the University of Wisconsin, and Marquette University have assisted in the preparation of highly specialized courses.

Two or three books are usually given the reader at the beginning of his course, and these are lent for the regular period, although more than one renewal is permissible. Since books are returned to and renewed by the adviser, contact with the reader is maintained.

Three sets of records for the readers' advisory service are kept—one of the readers, one of the books recommended, and one of the courses. The standard three by five-inch card is used for the first two of these. The reader's record gives his name, address, telephone number, date of request, course, and purpose. On the reverse of this card are entered his age, education, occupation, and notes concerning the types of books likely to suit him. The other card record constitutes an index, with annotations, of the books selected for the different courses. The third record consists of copies of the courses themselves.

As courses are completed three copies are made on letter-size papers. One copy is given the reader; the second is kept for possible future use, and the third is retained for the record. All titles are listed in the order in which they are to be read and are carefully and specifically annotated.

SELECTED REFERENCES

Adult education. *Public Libraries*, 30:263–65, May, 1925.

Milwaukee Public Library. Forty-sixth and forty-seventh annual reports of the librarian, 1924, p. 10–13.

Simon, W. F. The library and the trades meet. *Wisconsin Library Bulletin*, 21:67–68, March, 1925.

Tompkins, M. D. The library and workers' education. In *Mass education for workers;* second annual conference of teachers in workers' education, Brookwood, Katonah, N. Y., 1925, p. 11–17.

OTHER READERS' ADVISORY SERVICES

Service incorporating features similar to those outlined in the foregoing descriptions has recently been established in a number of other libraries. In some of these the work is so new that it is impossible to picture its administrative details or its outstanding features. In a few others the experience of the first months makes it possible to give a brief outline of the essential characteristics of the service.

In Portland, Oregon, the work is in charge of a member of the staff who has had experience in university and normal school teaching, free lance writing, and federal service, and has served both as normal school and college librarian. The service of the Library Adviser in Adult Education was first announced in September, 1925, but owing to illness the work was not actually offered to the public until January 1, 1926. A large part of the work of the adviser consists of giving out information concerning opportunities for formal education. Consequently a great deal of preliminary investigation was necessary; a union list of adult education classes in the city was prepared and contacts with other agencies were established. Almost daily people are given advice about continued schooling and helped to adjustments which they could not have made alone.

In the preparation of reading courses the adviser uses all available aids and lists, and receives constant assistance from departmental specialists in the library. The subjects most asked for have been psychology, child study, English and American literature, authorship, and general culture. The previous educational preparation of persons who have registered for reading courses is approximately as

follows: 10 per cent college, 50 per cent high school, and 40 per cent below high school. During the first two and a half months of active service the adviser held 273 interviews, prepared 86 lists and courses, registered 90 persons as readers of courses, and gave information on educational opportunities to 80 patrons.

In Providence, Rhode Island, the public library has also established a Readers' Advisory Service. The adviser combines college training with several years of library experience. The service offers information concerning educational opportunities in Providence and prepares reading and study courses upon request. The applicant for a reading course is registered in a manner similar to those already described, except that Providence, with its large foreign population, provides space in its registration blank for a record of the applicant's familiarity with English. Heads of departments assist in the preparation of reading courses and professors in local colleges also give at times advice and suggestions in the choice of books. Every course is approved by the assistant librarian before the patron is notified.

The service has been announced to the public through a special folder distributed from the central library and other library agencies, through selected mailing lists, and by various other routes. Ten thousand copies of the Reading with a Purpose book-mark, published by the American Library Association, are being distributed and a special card is sent to each boy or girl who drops out of the evening high schools.

Special circulation rules have been introduced in connection with books drawn for study courses. All books of non-fiction are charged for four weeks in Providence, but at the discretion of the readers' adviser the loan may be extended indefinitely. A special follow-up notice is used, however, in order to sustain the interest of the individual reader.

A small library project. A readers' advisory project recently inaugurated in a small library will no doubt be watched with interest by that large number of librarians whose work and principal interests are in the smaller libraries. At Royal Oak, Michigan, a suburban town of 6,000 population just outside Detroit, advisory service is offered two evenings and one afternoon each week. By special arrangement, a high school librarian from Detroit gives part time to this work in addition to her high school duties. The printed announcement of the service lists most of the features which are conducted on a more pretentious scale in large city libraries. "The Readers'

Adviser will assist in the selection of books. She will prepare reading courses on topics of special interest to individuals. She will advise on general educational matters. She will have lists of various cultural attractions, and educational opportunities, such as concerts, lectures, extension courses, exhibits, etc. She will be in touch with experts in commercial, industrial and mechanical fields in order to serve your needs."

APPENDIX B

Reading Courses and Aids in Their Preparation

LIBRARIANS who undertake to provide guidance in self-education along the lines suggested in Chapter III of Part One no doubt will conduct this work largely through the medium of reading courses.

These may be courses specially prepared for individual readers; they may be courses available in print; or they may be adaptations of such printed courses, or of courses previously prepared for other readers. In any case, printed courses and other aids are very useful and librarians will find it desirable to gather as complete a file as possible of such helps.

A selection of reading courses, study outlines, and book lists is given below. This list does not constitute a complete survey, but the material mentioned would make a good beginning for a reading course file, and the titles named will suggest others that may be available. Although all titles listed were in print when this report was published, there is no assurance that they will be available indefinitely.

It is assumed that the standard bibliographies and reference helps are already available in the library.

Five Series of General Interest

The American Library Association (86 East Randolph St., Chicago, Illinois) has issued courses in the Reading with a Purpose series at the rate of one each month since May, 1925. It is hoped that ultimately this series will cover all the major subjects of knowledge. Each course is prepared by an authority in his subject whose aim has been to make the courses popular and at the same time fundamentally sound. The courses consist of two parts, containing in all about five thousand words. The first part introduces the subject and suggests to the reader the interest, pleasure and profit to be found in books about it. The second part, or reading course proper, consists usually of six or eight books likely to be found in the average library, arranged in the order in which they should be read and described in

such a way as to help the reader understand and enjoy them. The following had been published up to July, 1926:

1. Biology. Vernon Kellogg. 1925. 40p.
2. English literature. W. N. C. Carlton. 1925. 74p.
3. Ten pivotal figures of history. A. W. Vernon. 1925. 36p.
4. Some great American books. D. L. Sharp. 1925. 30p.
6. Frontiers of knowledge. J. L. Bennett. 1925. 49p.
7. Ears to hear: a guide for music lovers. D. G. Mason. 1926. 32p.
8. Sociology and social problems. H. W. Odum. 1925. 32p.
9. The physical sciences. E. E. Slosson. 1926. 31p.
10. Conflicts in American public opinion. W. A. White and W. E. Myer. 1925. 28p.
11. Psychology and its use. E. D. Martin. 1926. 47p.
12. Philosophy. Alexander Meiklejohn. 1926. 51p.
13. Our children. M. V. O'Shea. 1925. 34p.
14. Religion in everyday life. W. T. Grenfell. 1926. 30p.
15. The life of Christ. R. M. Jones. 1926. 28p.
19. The poetry of our own times. Marguerite Wilkinson. 1926. 32p.
20. The United States in recent times. F. L. Paxson. 1926. 33p.
22. American education. W. F. Russell. 1926. 21p.
23. Architecture. Lewis Mumford, 1926, 35p.

The courses are sold at fifty cents each in the cloth edition, thirty-five cents in the paper, or as low as eleven cents each in quantities.

Another brief series on subjects of practical interest has been published by the American Library Association. These courses also are prepared by authorities and, with one exception, are limited to six or eight titles. The books recommended are woven into a brief, readable discussion of the subject and indication is given of the place each book fills in the course. The courses average six pages in length.

Reading course on journalism. 1922. 4p.
Reading course on accounting. 1922. 8p.
Reading course on business. (34 titles.) Ethel Cleland. 1922. 12p.
Reading course on home economics. 1924. 6p.
Reading course on house planning, interior decoration and furniture. 1924. 6p.

These courses are sold at fifteen cents each or at special prices for quantity orders.

The United States Bureau of Education has published courses of reading in thirty subjects. These courses (each of which has been prepared by a specialist) are printed for free distribution. Seven of them, numbers 11, 12, 13, 14, 15, 16, and 20, were presented to the Bureau of Education by the American Library Association. The following selected titles will suggest the wide range of subjects covered:

Heroes of American democracy. American Library Association and the Bureau of Education. Reading course no. 12. Revised 1925. 9p.

Iron and steel. American Library Association and the Bureau of Education. Reading course no. 14. 1920. 7p.
Dante. National Dante Committee. Reading course no. 18. Revised 1925. 4p.
Master builders of today. Bureau of Education and M. R. Parkman. Reading course no. 19. Revised 1925. 6p.
Teaching. Reading course no. 20. Revised 1925. 6p.
Twenty good books for parents. Reading course no. 21. Revised 1925. 6p.
Agriculture and country life. Bureau of Education, T. N. Carver, C. E. Ladd. Reading course no. 22. Revised 1925. 5p.
How to know architecture. R. F. Bach. Reading course no. 23. Revised 1925. 5p.
Citizenship and government. G. F. Zook. Reading course no. 24. Revised 1924. 6p.
Pathways to health (a reading course for parents). Harriet Wedgwood. Reading course no. 25. Revised 1926. 6p.

In many states the list of courses and the courses themselves can be obtained from state agencies such as the extension divisions of state universities. In states where this is not the case inquiries should be directed to the Bureau of Education at Washington.

The courses published by the Illinois State Library Extension Division (Springfield, Illinois) devote one or two pages to a brief introduction to the subject, sometimes providing a background for the beginner and at other times explaining the particular treatment given in the course. The number of books recommended varies. The longest course contains twenty-eight books, and the shortest, eight. The titles are annotated and systematically arranged. Certificates are given for completion of courses.

Minor branches of the modern drama. C. A. Chamberlin. Reading course no. 1. 1921. 10p.
Child study and training. Don Hammond. Reading course no. 2. 1921. 8p.
Psychoanalysis. J. E. Towne. Reading course no. 3. 1921. 14p.
Interior decoration. Isabel Downing. Reading course no. 4. 1921. 7p.
The Bible in the light of scientific research. A. M. Pillsbury. Reading course no. 5. 1921. 7p.
Modern tendencies in education. Hazel Evans. Reading course no. 6. 1921. 5p.
Development of the English novel. Janet Arie. Reading course no. 7. 1921. 8p.
American painting. Leila Mechlin. Reading course no. 8. 1921. 5p.
Appreciation of art. Leila Mechlin. Reading course no. 9. 1921. 5p.
South American literature. Esther Anell. Reading course no. 10. 1921. 7p.

Single copies of these courses will be supplied to librarians and permission to reprint is given.

The H. W. Wilson Company (958-72 University Ave., New York, N. Y.) has a Study Outline Series which is "arranged for the special benefit of clubs and others who wish to follow a definite course of study. Each supplies a series of sixteen or eighteen programs already prepared . . . . and also indicates the best material for reference." It is this reference material which will prove particularly useful in

the preparation of reading courses. The outlines at present available are:

Bacon, Corinne. South America. 1915. 30p. 25c.
Davidson, Charles. Active citizenship. 1915. 51p. 50c.
Fanning, C. E. England and Scotland: history and travel. 1915. 10p. 25c.
—— Russia: history and travel. 1917. 28p. 25c.
—— United States since the Civil War. 1915. 10p. 25c.
Guthrie, A. L. Early American literature. 1916. 59p. 35c.
—— Russian literature. 1917. 53p. 35c.
Italian art: a general survey. 1915. 6p. 15c.
Parsons, M. P. New poetry. 1919. 86p. 50c.
Reely, M. K. Country life and rural problems. 1918. 39p. 25c.
Robinson, E. Vocational education and guidance of youth. 1917. 66p. 35c.
South America past and present. Based on the study of Bryce, South America. 1915. 15p. 25c.
Wilson, J. L. Woman suffrage. 1916. 47p. 25c.
Yarros, Gregory. Slav peoples. 1915. 24p. 25c.

University and College Guides

The Extension Department of the University of North Carolina (Chapel Hill, North Carolina) publishes outlines which librarians have found useful. Since they are prepared particularly for women's clubs, the study is approached from the point of view of one preparing a club program. Topics for papers are suggested but the chief value to the individual reader lies in the carefully selected references which follow each topic. The programs sell for fifty cents each.

Carroll, D. D. Studies in citizenship for women. Rev. ed. 1923. 43p.
Green, Paul and Green, E. L. Contemporary American literature. 1925. 62p.
Hibbard, Addison. The South in contemporary literature. 1925. 38p.
Hobbs, M. T. Planning and furnishing a home. 1923. 29p.
Lay, E. A. A study course in modern drama. 1921. 58p.
Love, C. S. Good books of 1924–25. 1925. 22p.
—— Present-day literature, good books of 1923–24. 1924. 28p.
McKie, G. M. Studies in the modern English novel. 1924. 55p.
Macmillan, Dougald. Recent tendencies in the theatre. 1923. 28p.
Meyer, H. D. Town studies. 1922. 55p.
Rockwell, E. T. A study course in American one-act plays. 1924. 61p.

The American Institute of Sacred Literature (University of Chicago, Chicago, Illinois) has prepared seventeen reading courses in the field of religion and related subjects. Four or five books are listed in each course. A brief introduction to the subject is given, but emphasis is placed on the books themselves through a full critical review of each volume. These are followed by questions which are intended to stimulate thinking about the ideas advanced in the books. The introductory and review notes are supplied in mimeographed form.

This Institute conducts the non-credit, extra-mural instruction in religion for the University of Chicago. The reading courses are prepared by professors in the University. The following are now ready:

The church in the community. 8p.
The development of Christianity. 5p.
Early Hebrew traditions. 4p.
Evolution and Christian faith. 11p.
The modern conception of God. 8p.
Modern science. 7p.
The New Testament records. 9p.
Old Testament literature and history. 4p.
The Old Testament prophets and their message for today. 3p.
Present-day missionary enterprise. 7p.
Principles of preaching. 3p.
The progress of religious ideals in Israel. 4p.
Psychology. 13p.
The religion of the modernist. 5p.
The religions of the world. 8p.
Religious education in the church. 5p.
The teaching of Jesus. 5p.

The courses are supplied and the books lent to readers upon payment of a fee of three dollars per course or for unlimited service a fee of ten dollars a year. The reading courses, including the book reviews, may be purchased separately by librarians for one dollar each. For the same fee (one dollar) the Institute will prepare bibliographies in the religious field for libraries or individuals.

ALUMNI READING COURSES

A few universities and colleges are giving special attention to providing guidance in reading for their alumni. Amherst College inaugurated its plan in 1922 in the form of brief lists of books published in small four-page leaflets. Dartmouth College has issued through different departments reading lists which "simply suggest books which may be of interest to the alumni." These series are not available for general distribution. Among the institutions whose courses may be obtained by libraries are the following:

Smith College (Northampton, Massachusetts), through its plan of Alumnae Directed Reading, offers seventeen courses on carefully limited subjects. Each course lists from twelve to fourteen books. Especial merit lies in the concise annotations and in the arrangement of the books, which insures a progressive understanding of the subject.

Eugenics and population problems. Reading course no. 1. 1924. 1p.
Immigration as a contemporary social problem. Reading course no. 2. 1924. 1p.

Social maladjustment: mental defect, poverty and crime. Reading course no. 3. 1924. 1p.
English historical novels. Reading course no. 4. 1924. 1p.
The ideas of Galsworthy, Chesterton, Shaw and Wells. Reading course no. 5. 1924. 1p.
The study of biography. Reading course no. 6. 1924. 1p.
Political parties and current politics. Reading course no. 7. 1924. 1p.
International relations. Reading course no. 8. 1924. 2p.
Topics in municipal administration. Reading course no. 9. 1924. 1p.
The history of Russia. Reading course no. 10. 1924. 1p.
The history of Spain and Spanish America. Reading course no. 11. 1924. 1p.
Recent history of the United States. Reading course no. 12. 1924. 1p.
Biography. Reading course no. 13. 1925. 4p.
Child psychology. Reading course no. 14. 1925. 3p.
Modern religious problems. Reading course no. 16. 1925. 4p.
Music. Reading course no. 17. 1925. 4p.
Modern points of view on art. Reading course no. 18. 1925. 4p.

Librarians may secure single copies of the courses at fifty cents each or for $4.25, the set of seventeen.

Wellesley College (Wellesley, Massachusetts) "has not attempted formal study courses. Its purpose is simply to put at the disposal of Wellesley women suggestions on books from professors whose advice they learned to value in the classroom." The lists are published every other month in the *Alumnae Magazine* and later reprinted in attractive leaflet form. The books are well annotated and arranged under subdivisions of the general subject.

The world today. Wellesley History Department (comp.) Wellesley College reading lists no. 1. 1925. 8p.
Psychology in the 1920's. Wellesley Psychology Department (comp.) Wellesley College reading lists no. 2. 1925. 8p.
The nature world of plants. Wellesley Botany Department (comp.) Wellesley College reading lists no. 3. 1925. 8p.
Recent fiction and poetry. Members of the Department of English Literature (comps.) Wellesley College reading lists no. 4. 1925. 6p.
Recent biography. Members of the Department of English Composition (comps.) Wellesley College reading lists no. 5. 1925. 8p.
Health conservation. Members of the Department of Hygiene and Physical Education (comps.) Wellesley College reading lists no. 1. 1926. 4p.
The history of music. Parts 1–3. Clarence G. Hamilton (comp.) Wellesley College reading lists no. 2. 1926. 8p.
Geology and geography. Elizabeth F. Fisher (comp.) Wellesley College reading lists no. 3. 1926. 6p.
Going abroad? Alice V. Waite, Elizabeth W. Manwaring, Josephine Batchelder, Laura Hibbard Loomis (comps.) Wellesley College reading lists no. 4. 1926. 8p.

Lists one to five, 1925, will be supplied free to libraries on request. Beginning with list no. 1, 1926 (Health conservation), a copy of each list issued during the year (six lists in all) will be sent for $1.00.

Five copies of each list will be sent for $2.00, and prices will be quoted for quantity orders. It is planned to continue the lists for the year 1926–1927.

Lafayette College (Easton, Pennsylvania) began this year the publication of a leaflet entitled *Have you ever read ———?* This leaflet, which is sent to the alumni of the college, contains "lists of new books recommended by various departments of the college, together with a brief review of each book." The two numbers issued thus far contain lists on twenty-three subjects, among them, "The European turmoil," "On teaching children," "Government and law," "Chemistry," "Economics." The lists vary greatly in length and arrangement. Some could almost be classed as reading courses, while others are merely brief lists of recent books. It is planned to issue four numbers of the leaflet next year. Copies will be sent free to libraries on request.

GUIDES PUBLISHED BY NATIONAL ORGANIZATIONS

The Drama League of America (59 East Van Buren St., Chicago, Illinois) has published numerous study courses in the field of the drama. Many of the courses appeared in *The Drama League Monthly*, the predecessor of the League's present monthly publication, *The Drama*. Copies of the issues of the magazine in which these courses appeared are still available in limited quantities at the League's headquarters. Other courses may be obtained in pamphlet form. Some of the courses consist of an introductory essay and a brief list of books; others give an outline of the subject with a bibliography added. One series of interest is the Popular Study Course Series published each year describing the important plays of the preceding season. Rental libraries containing one copy each of all the plays listed may be obtained from the Drama League for use in connection with this series. For a complete list of the courses available address the headquarters of the Drama League. The following selections will indicate the type of subjects treated:

The tragedies of Shakespeare. F. E. Schelling. Course 1. 1915. 16p. 25c.

Outlines for the study of Shakespeare's comedies. P. D. Sherman. Course 2. 1915. 16p. 25c.

Before and after Ibsen. W. E. Jenkins and Flora Hay. Course 4. 1916. 6p. 25c.

The modern French drama. B. H. Clark. Study course no. 7. *Drama League Monthly*, 1:166–73, October, 1916. 25c.

Pageantry. J. R. Crawford. Study course no. 9. *Drama League Monthly*, 1:226–36, December, 1916. 25c.

The evolution of social ideals: a modern drama course. A. C. D. Riley. Course 10. 1917. 12p. 25c.

Modern English drama. B. H. Clark. Study course no. 14. *Drama League Monthly*, 2:494–501, October, 1917. 25c.

Greek drama. P. D. Sherman. Study course no. 15. *Drama League Monthly*, 2:527–32, November, 1917. 25c.

The modern Spanish drama. J. G. Underhill. Study course no. 16. *Drama League Monthly*, 2:553–65, December, 1917. 25c.

The one-act play. A. C. D. Riley. Study course no. 18. *Drama League Monthly*, Part I, 2:617–29, February, 1918; Part II, 2:639–46, March, 1918; Part III, 3:8–13, April, 1918. 25c each.

High school drama study course. Gene Thompson. Study course no. 19. *Drama League Monthly*, 3:23–30, October, 1918. 25c.

A selected continental study course. Mrs. A. Starr Best. Course 25. 1922. 4p. 25c.

Important plays of the season 1924–25. Mrs. A. Starr Best (comp.) Study course no. 29. 1925. 13p. 25c.

Brief survey course on American drama. Mrs. A. Starr Best. Study course no. 30. 1926. 30p. 25c.

The Workers' Education Bureau of America (476 West 24th St., New York, N. Y.) has issued three numbers in its Workers' Education Syllabus Series. In this series, which is designed for workers' education classes, the subjects are outlined, different aspects briefly discussed and reading references given. The following are now available:

An outline of the American labor movement. Leo Wolman. Workers' education syllabus series no. 1. 1923. 40p. 10c.

An outline of the social and political history of the United States. H. J. Carman. Workers' education syllabus series no. 2. 1923. 47p. 10c.

Outline of the British labour movement. G. D. H. Cole. Workers' education syllabus series no. 3. 1922. 32p. 10c.

The Insurance Institute of America (85 John St., New York, N.Y.) has published four reading courses, each outlining study for three years, one for the Fire Branch, one for the Marine Branch, one for the Casualty Branch, and one for the Fidelity and Surety Branch. The pamphlet on fire insurance may be taken as an example of these courses. It is divided into eight topics. An introduction to each, outlining the facts the student is expected to know, is followed by four or five reading references. A full bibliography follows. These courses are prepared for ambitious members of the insurance profession. Examinations are given by the Institute and successful completion of the course serves as a basis for advancement.

Reading courses and examinations. 1925–26. Marine branch. 16p.

Reading courses and examinations. 1925–26. Fire branch. 28p.

Reading courses and examinations. 1925–26. Casualty branch. 12p.

Reading courses and examinations. 1925–26. Fidelity and surety branch. 8p.

For further information address the Insurance Institute of America.

The National Committee for Mental Hygiene (370 Seventh Ave. New York, N. Y.) has published a reading list on different aspects of mental hygiene compiled by the educational assistant, Kathleen Ormsby, and the medical director, Frankwood E. Williams. The list contains seven sections which include a general or introductory section, one on children, one on "nerves," and others on mental disease, mental defect, psychoanalysis, and delinquency. Each section, with the exception of the first two, is limited to six books, and ten articles in pamphlet form. The list was published first in the *Mental Hygiene Bulletin* under the title, "Courses of reading in mental hygiene," and was later reprinted in a single pamphlet, *Suggestions for reading in mental hygiene.*

Suggestions for reading in mental hygiene. Kathleen Ormsby and F. E. Williams. The National Committee for Mental Hygiene. 6p. (Reprinted from *Mental Hygiene Bulletin*, v. II, no. 8, October, 1924, p. 1, 3, 4.) Revised to April 1, 1926.

The lists in pamphlet form will be sent to libraries on request.

The Department of Rural Work of the Congregational Home Missionary Society has cooperated with the Pilgrim Press in issuing a series known as the "Pilgrim Country Life Study Outlines." These seven outlines are intended to accompany The Pilgrim Country Life Book Shelf which consists of fourteen books selected "for their practical application to the problems of rural life" and to "give the country minister a working library." Taken singly the outlines are in no sense a reading course, but the group as a whole can be adapted to form a reading course on rural life.

Pilgrim country life study outlines. No. 1. C. R. Hoffer. Based on *Rural life* by C. J Galpin. 1925. 14p.
—— No. 2. H. P. Douglass. Based on *The little town* by H. P. Douglass. 1925. 35p.
—— No. 3. W. H. Wilson. Based on *The evolution of the country community* by W. H. Wilson. 1925. 15p.
—— No. 4. J. M. Williams. Based on *Our rural heritage* by J. M. Williams. 1925. 18p.
—— No. 5. Marjorie Patten. Based on *Churches of distinction in town and country* and *Tested methods in town and country churches*, edited by E. deS Brunner. 1925. 12p.
—— No. 6. E. L. Earp. Based on *The rural church serving the community* by E. L. Earp. 1925. 14p.
—— No. 7. L. E. Deets. Based on *Country community education*, Reports of the American Country Life Association. 1925. 15p.

These pamphlets may be obtained from the Pilgrim Press (19

South La Salle St., Chicago, Illinois) at ten cents each, excepting no. 2 which costs fifteen cents.

The Catholic Boys' Brigade has issued a six page leaflet called a *Reading course in boy guidance*, by Father Kilian, Chief Commissioner of the Brigade. It is divided into three parts: "Theory of boy guidance," "Practical boy guidance," and "Descriptive bibliography." The first two parts are based on strictly Boys' Brigade material; the third section contains books of a more general nature. Copies will be sent free to libraries. Requests should be addressed to the Reverend Father Kilian, Chief Commissioner, Catholic Boys' Brigade of the United States, 213 Stanton Street, New York, N. Y.

The American Institute of Accountants (135 Cedar St., New York, N. Y.) has issued through its Board of Examiners a list on accounting, "Suggested texts for reading in preparation for examinations," grouped under auditing, commercial law, theory of accounts and practical accounting, cost keeping and miscellaneous. From three to seven books are listed in each group.

American Institute of Accountants. Board of Examiners. Circular of information. 1924. p.11–12.

This pamphlet will be sent to libraries on request.

The American Institute of Actuaries publishes in its year-book a course for the members of its own profession. It is divided into two parts. At the completion of the first part examinations are given for associateship, and at the end of the second part, for fellowship, in the Institute. Many aspects of actuarial work are outlined and covered by page and chapter references to the texts recommended.

Scope of examinations and recommended course of study. In *1925 Year Book of the American Institute of Actuaries*, p. 34–35.

Single copies of this pamphlet may be secured from the secretary, R. C. McCankie, Equitable Life Insurance Company, Des Moines, Iowa.

The Casualty Actuarial Society, in its *Recommendations for study*, outlines two courses of reading, in separate pamphlets, one preparatory to examinations for associateship, the other for fellowship in the society. The subjects are outlined, page and chapter references are given, and at the end of each course is an index to the texts used.

Recommendations for study: associateship. 1926, 17p.
Recommendations for study: fellowship. 1926, 26p.

Copies of both courses will be supplied free to libraries. Address Mr. Richard Fondiller, Secretary-Treasurer, Casualty Actuarial Society, 75 Fulton St., New York, N. Y.

The American Federation of Arts (1741 New York Avenue, Washington, D. C.) has a reading list, *The appreciation of art*, compiled by its secretary, Leila Mechlin. This four-page leaflet has subdivisions dealing with appreciation, history, and the biography of artists. Copies may be secured at one dollar per hundred from the American Federation of Arts. Also, single copies of the leaflet are sent free of charge from the National Association of Book Publishers, 25 West 33rd Street, New York, N. Y., if the request is accompanied by a stamped, addressed envelope.

GUIDES PUBLISHED IN PERIODICALS

The *Bankers Magazine*. A reading course on banking by Glenn G. Munn appeared monthly in the *Bankers Magazine* from April, 1923, to May, 1925. Each of the twenty-five lessons covered a different phase of banking: money, fundamentals of credit, loans and discounts, savings banking, investments, etc. Mr. Munn first discussed the subject, then outlined it, then presented a series of questions and finally a brief reading course giving references and supplementary readings.

The *Bookman*. A Literary Club Service, organized in 1922, by the *Bookman*, has published four main courses: "Contemporary American fiction," "Contemporary American poetry," "Contemporary American drama," and "The contemporary American short story." The same general plan is followed for all of them. Five or six authors are selected each month, brief biographical notes are given, followed by critical comments and suggested readings in their books and in books about them. In addition to these longer courses, three short courses have appeared, "The world today" (selected readings on eleven countries), "Modern America," and "The age of Johnson."

Contemporary American fiction. *Bookman*, 56:245–7, October, 1922; 362–5, November, 1922; 506–10, December, 1922; 647–9, January, 1923.

Contemporary American poetry. *Bookman*, 57:106–10, March, 1923; 234–9, April, 1923; 360–3, May, 1923; 483–6, June, 1923; 570–5, July, 1923; 674–7, August, 1923.

Contemporary American drama. *Bookman*, 58:355–7, November, 1923; 492–4, December, 1923; 599–601, January, 1924; 692–5, February, 1924; 109–12, March, 1924; 59:244–6, April, 1924; 369–72, May, 1924; 497–501, June, 1924; 627–30, July, 1924.

The contemporary American short story. *Bookman*, 60:370–1, November, 1924; December–February, 1924 (back advertising section); 61:March–August, 1925 (back advertising section); 62: October–November, 1925 (back advertising section).

Modern America. *Bookman*, 59:757–8, August, 1924.
The world today. *Bookman*, 60:116–17, September, 1924.
The age of Johnson. *Bookman*, 60:117, September, 1924.

The *Saturday Review of Literature*. In answer to requests from readers for titles of books on different subjects, Mrs. May Lamberton Becker, in the weekly "Reader's guide" of the *Saturday Review*, lists and describes books on a great variety of subjects. These lists in many cases amount to reading courses and practically all of them contain helpful suggestions.

The *Survey* publishes from time to time what it calls "The Survey reading lists." Each list is on a specific subject and is prepared by an author qualified to deal with it. There is an introduction which is sometimes designed as a general background to the subject and sometimes as an introduction to the books in the course. The books themselves, which average about ten in number, are listed and boxed in a prominent place on the page. Each course occupies one page of the periodical.

Psychiatry and mental hygiene. Bernard Glueck. Survey reading lists no. 1. *Survey*, 51:189, November 1, 1923. (Section II, Autumn Book Supplement.)
The new school. J. K. Hart. Survey reading lists no. 2. *Survey*, 51:349, December 15, 1923.
Social hygiene, books for parents, teachers, and young people. M. J. Exner. Survey reading lists no. 3. *Survey*, 51:536, February 15, 1924.
Social hygiene, books for social workers. M. P. Falconer. Survey reading lists no. 4. *Survey*, 51:537, February 15, 1924.
Nutrition. W. R. P. Emerson. Survey reading lists no. 5. *Survey*, 52:103, April 15, 1924.
The rural community. E. C. Lindeman. Survey reading lists no. 6. *Survey*, 52:240, May 15, 1924.
Cooperative movements. Leslie E. Woodcock. Survey reading list no. 7. *Survey*, 53:234, November 15, 1924.
Books for boards. K. Z. Wells. Survey reading list no. 8. *Survey*, 54:106, April 15, 1925.
The question of coal. Robert W. Bruere. Survey reading list no. 9. *Survey*, 54:609, September 15, 1925.
First aid for voters. Leon Whipple. Survey reading lists. *Survey*, 53:98, October 15, 1924. (No introduction.)

The *World Tomorrow*, which devotes each issue of the magazine to one specific subject relating to social problems, includes from time to time a reading list on the same subject. For instance, the January, 1926, issue on "The spirit of the new China," contains "A reading list on China"—thirty titles subdivided and classified. Also the book review section of the magazine often has some of the characteristics of a reading course, for the books reviewed each month are all

related to the subject dealt with in the same issue of the magazine. See the May, 1925, issue on "Some aspects of race betterment," in which one book review section is devoted to "Books on man and life."

Bulletin of the General Theological Library. Special reading lists have been appearing for several years in the *Bulletin* of the General Theological Library (53 Monmouth St., Boston 9, Mass.). Among those still available are, "Ethics," by Herbert A. Youtz, "Evolution," by Edwin G. Conklin, "Psychology," by William McDougall, and "Natural science" (prepared by specialists in the different fields of science). The books are classified and annotated. Copies of the bulletins in which lists appear can be secured by libraries at five cents a copy.

GUIDES FOUND IN BOOKS

In addition to the books listed below which contain specific guidance in the preparation of reading courses several should be mentioned which have a more indirect aim—the creation of a love of books and the development of the reading faculty. There are, of course, scores of books of this type. There is no claim that those named here are the best to be found, but a few which might be read to advantage by people seeking guidance in reading are: *What can literature do for me?* by C. Alphonso Smith, *Literary taste and how to form it* by Arnold Bennett, *The pleasure of reading* by Temple Scott, *How to get the best out of books* by Richard Le Gallienne, *How to read* by J. B. Kerfoot, *The gentle reader* by Samuel McChord Crothers, *Through the magic door* by Conan Doyle, and *Counsel upon the reading of books* by H. Morse Stephens and others. Among those which will give more definite help to the librarian in preparing reading courses, the following may be noted:

The *A. L. A. catalog* (1926) is a basic, annotated list of ten thousand titles selected by specialists (including many librarians) and classified in accordance with the Dewey decimal system. This list will in itself be useful to one preparing a reading course. In addition, the index, which is a subject, author and title index, can be consulted to advantage. It is particularly full, every effort having been made to bring together under each subject heading all material relating thereto, wherever it may be listed.

A. L. A. catalog. 1926. Chicago, American Library Association. (About 1,300 p.)

A reader's guide book, by May Lamberton Becker, is the result of her experience as readers' guide in the *Literary Review* of the New York

Evening Post. It contains courses on 109 different subjects ranging from philosophy to novels about dogs. Informally written and intensely human, it is perhaps as valuable for the suggestions it gives and the interest it arouses as for the courses themselves.

Becker, M. L. A reader's guide book. Holt, 1924. 371p.

What books can do for you, by Jesse Lee Bennett, is a guide-book to reading on many subjects. The introduction to the lists is an attempt to show how books can help in an understanding of life and civilization and in an adjustment to them. For the main topics of his lists Mr. Bennett takes the accepted divisions of human knowledge: history, science, literature, etc. These are again subdivided as the fancy of the author dictates. For instance, the group on "Current problems and affairs" includes lists on "The Russian Revolution," "War," "Education," "Feminism," and "The negro in America." The book is written in an informal, popular style.

On "culture" and "a liberal education" by the same author is written in a similar style but is less inclusive.

Bennett, J. L. What books can do for you. Doran, 1922. 320p.
—— On "culture" and "a liberal education," with lists of books which can aid in acquiring them. Baltimore, Arnold, 1922. 92p.

Columbia University has prepared an outline of readings in important books for the general honors course. This course includes writings of 52 great authors from Homer to William James. The required readings are indicated, recommended readings and selected bibliographies follow, and finally ten or more questions are given as a guide to intelligent reading.

Outline of readings in important books prepared for the general honors course of Columbia University. Columbia University Press, 1924. 118p.

How to read history, by W. Watkin Davies. In this little book, one of the Modern Reader's Bookshelf, guidance is given in historical reading from ancient Egypt down through the United States in the World War. The titles of books, which are given in profusion, are not separately listed but are woven into the text. This is not a book which should be given to a beginner. It is for the maker of reading courses rather than for the reader, unless he has a good historical background.

Davies, W. W. How to read history, with a chapter on American history by E. W. Pahlow. Doran, 1924. 259p.

One thousand best books, compiled by Asa Don Dickinson, librarian of the University of Pennsylvania, lists and describes one thousand books which have appeared on more than one of the better known lists of best books. The parts of the book of particular interest in this study are the annotated bibliography of the sixty lists from which Mr. Dickinson selected his thousand titles and the lists of the books chosen, classified by subject.

Dickinson, A. D. One thousand best books. Doubleday, 1924. 416p.

The *Bookman's manual*, by Bessie Graham, is written to give the bookseller a general knowledge of his merchandise—books. New and standard books in forty-two fields are listed and annotated. The manual is devoted mainly to literature but in addition to the twenty-seven chapters on that subject, including poetry, drama, fiction, etc., there are others on reference books, nature, biography, fine arts, philosophy, music, travel, etc. Perhaps the chief value of the *Bookman's manual* to the compiler of reading courses lies in the clear and explicit comments on the books listed.

Graham, Bessie. The bookman's manual. R. R. Bowker Co., 1924. 627p.

Books that count, edited by W. Forbes Gray, includes six thousand books grouped under seventeen subjects with many subdivisions. The aim throughout is to serve as "a reliable guide to those books which treat their subjects on broad lines, and in point of knowledge, research, and reflection approximate to standard value." For each book there is a brief comment, the purpose of which is to enable the reader "to ascertain at a glance the scope and distinctive features of a particular book."

Gray, W. Forbes. Books that count. London, A. & C. Black, 1923. 500 columns.

Books and reading by W. E. Simnett is an English publication intended "to carry farther the work of the Carnegie United Kingdom Trust which . . . is now actively furthering, through the county library system, the dissemination of books throughout the rural districts of Great Britain and Ireland." Part I contains chapters on the reading habit, methods of reading, aids to study, and related subjects; Part II a survey of literature, with classified lists on science, sociology, politics, poetry, drama, etc.; Part III a suggested private library.

Simnett, W. E. Books and reading. London, Allen & Unwin, 1926. 222p.

The home guide to good reading, by David Harrison Stevens, contains an introduction to reading and six groups of book lists. Three of the lists are for children and young people. The subjects of the others are, "The kind of reading for a liberal education," "Books for leisure hours in college or out," and "Special lists for mature readers." Some of the lists in the last-named group are "Political and social life of the United States," "Professions and vocations," and "The world war." All of the lists are subdivided and well annotated.

Stevens, D. H. The home guide to good reading. Frederick J. Drake & Co., 1920. 242p.

RADIO LECTURES

The development of radio has given the opportunity for a new kind of study course, one to go hand in hand with radio lectures. The publications of the University of Pittsburgh Studio, broadcasting over Radio Station KDKA, contain material useful in the preparation of reading courses. For the earlier series of lectures two pamphlets were prepared—one containing an outline of the course and a bibliography, and the other the printed lectures followed by a bibliography. One publication only has appeared for each of the more recent series. It contains all the lectures in the course and selected bibliographies. At the beginning of each month from October to May, the University Studio issues a printed program of its broadcasts for the month. Upon request as many copies as are desired for central and branch bulletin boards are sent to libraries. Requests for the monthly schedules and orders for the publications should be sent to The Radio Manager, University of Pittsburgh, Pittsburgh, Pennsylvania.

An outline and bibliography on the contemporary novel. Radio Publication no. 1. 1924. 11p. 10c.

An outline and bibliography on party government in the United States. Radio Publication no. 2. 1924. 16p. 10c.

A brief course of six talks and bibliography on evolution and heredity. Radio Publication no. 8. 1924. 44p. 60c.

A series of seven radio talks on science in industry. Radio Publication no. 9. 1925. 40p. 60c.

An outline of six radio talks on conversations with a philosopher. Radio Publication no. 10. 1925. 12p. 25c.

A series of twelve radio talks on American foreign policy. Radio Publication no. 11. 1925. 83p. $1.00.

An outline and bibliography on great English story tellers. Radio publication no. 12. 1925. 11p. 25c.

An outline and bibliography on the framework of the world. Radio Publication no. 13. 1925. 10p. 20c.

A series of six radio talks on conversations with a philosopher. Radio Publication no. 15. 1925. 35p. 60c.
A series of six radio talks on some high lights in modern physics. Radio Publication no. 16. 1925. 35p. 60c.
A series of six radio talks on criminology. Radio Publication no. 17. 1925. 40p. 60c.
A series of six radio talks on oil and gas. Radio Publication no. 19. 1926. 44p. 60c.
A series of six radio talks on public speaking. Radio Publication no. 20. 1926. 49p. 60c.
A series of seven radio talks on chemistry and human progress. Radio Publication no. 21. 1926. 57p. 60c.
A series of eight radio talks on looking inside the school. Radio Publication no. 22. 1926. 73p. 60c.
A series of eleven radio talks on science in the home. Radio Publication no. 23. 1926. 100p. 75c.

GUIDES PUBLISHED ABROAD

There are two national organizations in England which are maintained for encouragement and guidance in home readings:

The National Home-Reading Union (16 Russell Square, London, W. C. 1, England) annually prepares two groups of courses: an "ordinary" course for adults and an "introductory" course for young readers. Three kinds of material are provided for each of these groups: an outline of the course with list of books recommended for study, a monthly leaflet containing questions for discussion in connection with the courses, and a magazine which contains the course itself with additional articles pertaining to the subjects covered. The magazines are called respectively, *The Reader* and *The Young Reader*. The former is published monthly throughout the year, the latter monthly from October to March. Among the courses for the year 1925-26 are "Children through the centuries" and "British trees" in the "introductory" group, and "Six industrial reformers," "English humour," and "Some eighteenth century writers," in the "ordinary" course. In addition to the annual courses, reprints of some of the earlier courses and four special series are available in pamphlet form. These latter include the Literature Series, Historical Series, Art Series, and Science Series. In these special series there is an introductory essay followed by brief lists of required, recommended, and reference reading. The pamphlets are sold at one shilling plus postage. The following selections indicate the type of subjects covered:

Literature Series (nine courses published).

No. 1. William Morris. J. W. Mackail. 32p.
No. 6. Modern English drama: an outline. Patrick Kirwan. 32p.
No. 7. Sir Walter Scott's Scotland. W. P. Ker. 21p.

Historical Series (three courses published).
No. 2. Contemporary thought in France (as seen in her literature from 1900 to 1914). L. M. Grove. 30p.
Art Series (two courses published).
No. 1. French Gothic architecture. J. E. Pythian. 32p.
No. 2. "Ideals of painting." J. S. Dick. 23p.
Science Series (one course published).
No. 1. The development of English agriculture and rural life. A. W. Ashby.

The National Adult School Union (30 Bloomsbury St., London, W. C. 1, England) publishes a monthly magazine, *One and All*, and numerous attractive study guides. The periodical contains general information of interest to members and special articles on the subjects included in the courses. The annual *Adult school lesson handbook* outlines weekly study programs based on the *Bible* and gives page and chapter references to readings in other books and descriptive notes. Among the separate booklets are the following:

Braithwaite, W. C. Foundations of national greatness, a scheme of study. 1915. 62p. 3d.
Edwardson, C. Study outlines on industrial history. 32p. 6d.
Martin, G. C. The Gospel of John, a series of daily study notes. 48p. 3d.
——— Literature of the Bible. 16p. 1½d.
Notes on "Adam Bede" for women's reading circles. 8p. 1½d.
Paton, William. Social ideals in India. 1909. 104p. 1s. 3d.
Ryle, Effie. Robert Browning, his life and poetry. 47p. 4d.
— — William Wordsworth and his poetry. 32p. 4d.
Sutcliffe, Grace. Notes on "Silas Marner" for women's reading circles. 8p. 1½d.

The Seafarers' Education Service of the World Association for Adult Education is publishing a series of reading courses intended to accompany the Crews' Libraries provided on ships by the Service. Three courses have been published to date: No.1, *History courses* (including "Ancient history," "End of the mediaeval, and beginning of modern times," "Beginning of the eighteenth century in England," and "Napoleonic wars"); No. 2, *Astronomy;* and No. 3, *Science of the sea.* Inquiries for further information about this series should be addressed to the Organising Secretary, Seafarers' Education Service, 16 Russell Square, London, W. C. 1.

APPENDIX C

Circulation Statistics of State and Provincial Library Agencies[1]

STATE BOOK SERVICE

Circulation of State Library Extension Agencies for the year 1924–1925

States	Volumes Available	Group Use		Individual Use (Direct mail service)	Total Volumes
		Collections	Volumes		
Alabama	150,000	245	9,800	*	9,800
Arkansas	5,000	71	2,506	571	3,077
California	380,000	none	none	41,097	41,097
Delaware	.....	136	6,454	13,758	20,212
Georgia	8,756	241	8,975	12,081	21,056
Illinois:					
Extension div.	37,753	*	*	*	63,735
General state library	85,000	none	none	4,282	4,282
Indiana	141,000	345	2633	21,277	47,608
Iowa	61,685	*	*	*	67,861
Kentucky	21,238	233	11,650	12,250	23,900
Louisiana (6 mos.)	.....	none	none	1,347	1,347
Maine	175,000	679	25,450	21,104	46,554
Maryland	9,609	167	5,735	138	5,873
Michigan	154,173	520	21,820	45,128	66,948
Minnesota	35,175	634	20,832	6,387	27,219
Missouri	25,572	629	19,365	6,418	25,783
Nebraska	30,000	713	39,717	14,727	54,444
New Hampshire	2,200	109	4,360	*	4,360
New Jersey	170,000	2,924	146,200	51,894	198,094
New York:					
Library extension	133,793	2,002	71,272	none	71,272
State library	500,000	none	none	80,000	80,000
North Carolina	35,000	630	25,220	5,000	30,220
North Dakota	20,325	331	13,958	13,054	27,012
Ohio	282,296	742	60,383	24,363	84,746
Oklahoma	40,000	1,129	47,260	9,872	57,132
Oregon	220,156	666	35,638	87,248	122,886
Pennsylvania	40,000	210	9,054	9,678	18,732
Rhode Island	.....	231	12,671	*	12,671
South Dakota	17,114	409	9,330	6,968	16,298
Tennessee	250,000	157	7,850	425	8,275
Texas	70,125	61	3,050	*	3,050
Vermont	24,600	589	20,040	4,555	24,595
Virginia	172,000	90	4,394	3,326	7,720
Washington	46,333	630	35,272	5,122	40,394
Wisconsin	100,000	2,604	113,246	45,896	159,142
Total	3,443,903	18,127	817,833	547,966	1,497,395

*No separate figures.

[1] Tables printed from *Library Extension*, A. L. A., 1926.

Figures may not be strictly comparable. Turnover of collections depends considerably upon the length of time they may be kept. Books taken in person from state headquarters are sometimes included in the city, sometimes in the state count. Counting of pamphlets and clippings or package libraries is quite varied.

The Connecticut, Idaho and Kansas library committees or commissions give traveling library service but supplied no figures.

The Massachusetts Division of Public Libraries circulates foreign language traveling libraries and gives supplementary reference service to the small public libraries.

The state libraries of Iowa, Kansas, Massachusetts, Nevada, New Hampshire, North Carolina, Vermont and Wyoming, though primarily reference libraries, are lending by mail to libraries or individuals. This has not grown to the point of keeping separate statistics.

The historical libraries of Illinois, Maine, Minnesota, Missouri and Wisconsin and the South Dakota Department of History give even more limited mail service, preferably through libraries.

PROVINCIAL BOOK SERVICE—CANADA

For the year 1924–1925

Provinces	Volumes Available	Collections for Group Use: Number issued	Collections for Group Use: Volumes in them	Books for Individual Use (Direct mail service)	Total Number of Volumes Issued
ALBERTA:					
Library division, Dept. of extension, Univ. of Alberta	18,500	292	10,000	13,191	23,191
Woman's home bureau, Dept. of agriculture	.....	85	.....	2,820	2,820
BRITISH COLUMBIA:					
Public library commission.	34,000	228	20,738	1,185	21,923
MANITOBA:					
Traveling libraries, Dept. of education	.....	251	12,000	*	12,000
ONTARIO:					
Public libraries branch, Dept. of education	45,000	1,200	54,000	.....	54,000
Legislative library (to teachers only)	.....	none	.....	3,964	3,964
QUEBEC:					
Traveling library dept., McGill Univ. library	10,000	126	.....	*	.....
SASKATCHEWAN:					
Open shelf library, Bureau of publications	6,000	none	.....	11,190	11,190
Traveling libraries branch, Bureau of publications	.....	1,400	120,000	*	120,000
Total	113,500	2,582	216,738	52,358	249,088

The packet library service of the Extension Department of the Ontario Agricultural College, Guelph, is a different type of extension.

*No separate figures.

Selected References

THE references which follow apply particularly to Part One of the report. Selected references having definite application to Part Two and Appendix A appear at the end of chapters or immediately following the sub-topic discussed. For example, references on Workers Education will be found on pages 142–43 of Part Two, following the chapter on Industrial Workers, and references on University Extension will be found on pages 156–57 of Part Two.

1. Adult Education

Bibliographies

Carnegie Corporation of New York. Adult education. In *Office memorandum*, February 5, 1925, Series II, no. 13. Preliminary memorandum, for limited distribution. p. 49–79.
Reprint of several bibliographies. Includes Vocational education; Workers' education; Continuation schools; Continuation and part-time education; Corporation schools; Cooperation of schools and shops; University extension; Evening schools; Mountain people of the South.

Stanley, Oliver, ed. The way out. Oxford University Press, 1923, p. 111–15.

The United States

Adult education. *New Republic*, 45:7–8, November 25, 1925.

Adult education conference report. In University of Oregon *Extension Monitor*, 14:3–30, May, 1926.
Summaries of fifteen papers read at the Oregon Conference on Adult Education, held April 10, 1926.

Adult education: what's ahead? *Survey*, 55:493–95, January, 1926.

Butler, N. M. Wants, tastes and leisure; Adult education and home study. In Columbia University, *Annual report of the president*, 1924, p. 23–28.

Carnegie Corporation of New York. Adult education; digest of proceedings of National Conference on Adult Education, Cleveland, Ohio, October 16-17, 1925. Office memorandum, November 23, 1925, Series II, no. 15. 1925. 65p.

——Adult education; digest of proceedings of Regional Conference on Adult Education, New York, held on December 15, 1925. Office Memorandum, January 9, 1926, Series II, no. 18. 1925. 35p.

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Cartwright, M. A. What is adult education in the United States? *Library Journal*, 50:743–45, September 15, 1925.

Dexter, E. G. Learned societies and associations. In *History of education in the United States*. 1904, p. 550–68.
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Peffer, Nathaniel. New schools for older students. Macmillan, 1926.
Sadler, M. E. Continuation schools in England and elsewhere; their place in the educational system of an industrial and commercial state. Manchester, University Press, 1907. 779p. (o.p.)
What is this adult education? *Survey*, 55:543–46, February 15, 1926. A symposium by Mary Ely, Amy Hewes, E. C. Lindeman, A. J. Muste, William Orton, and James E. Russell.

Great Britain

British Institute of Adult Education. Report of proceedings of the Oxford conference held at Balliol College from September 29th–October 2d, 1922. Oxford, 1922. 25 p.
—— Proceedings of the fourth annual conference, Oxford, September 18–21, 1925. London, 1925. 135p.
—— Committee of Inquiry. The Guildhouse; a cooperative center for adult education, with a foreword by Lord Eustace Percy. London, British Institute of Adult Education. 111p. n.d.
—— World Association for Adult Education. *Bulletin*, 9:1–17, August, 1921. A statement concerning the purpose and organization of the Institute.
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Great Britain. Board of Education. Adult Education Committee. Report on local cooperation between universities, local education authorities, and voluntary bodies. Paper no. 1. London, H.M.S.O., 1922. 23p.

—— Great Britain. Board of Education. Adult Education Committee. Report on the recruitment, training, and remuneration of tutors. Paper no. 2. London, H.M.S.O., 1922. 26p.
—— The development of adult education in rural areas. Paper no. 3. London, H.M.S.O., 1922. 55p.
—— The development of adult education for women. Paper no. 4. London, H.M.S.O., 1922. 50p.
—— British music; the development of adult education through music. Paper no. 5. London, H.M.S.O., 1924. 62p.
—— The drama in adult education. Paper no. 6. London, H.M.S.O., 1926. 232p.
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